31-20-6-1
Special Text

Close Quarters Combat

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FOREWORD

As military know-how and technology developed during World War II went on to markedly improve the quality of civilian life in the United States through the 1950s, so did many advances growing out of our nation's less popular Vietnam experience also leave a positive social legacy. As with World War II, the most obvious social changes wrought by Vietnam are in the broad arena of public safety.

We take for granted the communications networks that provide faster responses to accidents, injuries, and crime. Few give more than a passing thought to the aviation and radars, plus other advances in navigation electronics, that make daily business and recreational travel much safer. There are other examples: helicopter medevacs; the many applications of thermal, X-ray, magnetic, and other imaging technologies; the emergence of trauma medicine.

For the most part, these changes have had a positive social impact, resulting from constantly evolving military mission demands—new challenges to the old ways of doing things. Vietnam demanded tactics, logistics, and equipment vastly different from those required to win World War II. So have U.S. military doctrines today changed to meet new challenges arising since the antiguerrilla operations in Vietnam's jungles. Increasingly, today's combat environment is urban. Accordingly, the military community as a whole—and the special operations community in particular—place much more emphasis on urban warfare. It is mean and nasty, down and dirty, close-quarter fighting.

Civilian law enforcement agencies face an urban society changed as drastically at home since the end of World War II as the geopolitical landscape and tactical terrain have changed abroad. Many tactical situations challenging military and civilian law enforcement planners today are physically similar. So it might seem logical to many that new techniques for urban battlefields have crept into the "war on drugs" being waged in today's inner cities. Just as "peacekeeping" is a new challenge for military mission planners, urban cops—desperate to cope with demand, much less be proactive—consider it a victory just to "keep the peace."

In the still evolving "peace-keeping" context, the working definition of "domestic security" takes on a whole new meaning. "Crowd control"—not the rights and liberties of individual law-abiding citizens—achieves paramount importance. Given the propensity of budget-conscious bureaucrats to sometimes exaggerate their needs, this school of thought could easily lead civilian policy makers to assess the threat from criminals in the same way that military mission analysts evaluate terrorist targets. Implemented in the context of a social crusade against crime, citizens should not let the subtlety of this shift in emphasis mislead them as to what is at stake here.

The whole concept of policing has changed, and some of the new thinking is disturbing. While "community policing" is the "new math" of 1990s law enforcement, there is a darker undercurrent among civilian law enforcement policymakers. In addition to putting friendly young officers on foot and on bicycles to patrol our neighborhoods, there is also a growing trend toward training in armored vehicle deployments and more reliance on provocative antiterrorist tactics in day-to-day police work.

If society is to accept such a change, it must realize that to do so will forever alter what reasonably can be expected about the way in which law enforcement agents approach problems, plan solutions, and conduct operations. Whether citizens ultimately approve such a shift is of less immediate social importance than whether the public even understands the long-term implications. The differences may seem subtle now, but the inevitable results will be drastic at best, a police state at worst. Society will one day realize that what have heretofore been deemed socially unacceptable police methods have, by *fait accompli*, been deemed a necessary "cost" of ensuring "public safety," the state and the public being synonymous in such a context.

If it is a mistake to take for granted the many social benefits derived from advances in military know-how and technology, it would be a grave error to assume that "tactics-creep" from the military to the civilian sector is as benign or beneficial as in other aspects of public safety. The increasing dependence of our civilian law enforcement agencies on military equipment, tactics, and, yes, even manpower is anathema to the laws, traditions, and freedoms that have set this nation apart.

The ostensible reason our military exists is to guarantee the rights, security, and safety of citizens, who are theoretically represented by elected representatives that, in turn, supposedly hold the military's leash. But the biggest mistake of all, especially considering current trends, would be the folly of continuing in our naive belief that our elected leaders would not allow the U.S. military to use its force against U.S. citizens on U.S. soil. Think again. You have part of the evidence in your hands: *Close Quarters Combat—ST 31-20-6-1*.

The reprinted U.S. Army Special Forces training manual you hold—the declassified version of *FM 31-20-6*, published in

September 1994—contains the state-of-the-martial-art techniques being taught through the mid-1990s by special operations forces. The subject matter of this manual—close quarters combat, or CQC—was an illicit part of a three-day crash course taught by Green Berets to Bureau of Alcohol, Tobacco, and Firearms (ATF) entry teams assigned to the infamous Waco raid of 28 February 1993.

Based in Fort Bragg, N.C., 10 Green Berets from 3rd Battalion, 3rd Special Forces Group, trained about 80 ATF agents at Fort Hood, Texas, just prior to the raid. Part of the ATF's brief instruction included subject matter which, on 28 February 1993, was "nonexportable"—i.e., not for consumption outside the military special operations community. One of the "nonexportable" subjects, according to army policy in effect at the time, is the information in this manual.

Responding to questions I posed for an article that appeared in the May 1994 issue of *Soldier of Fortune* magazine, the army issued a carefully crafted statement publicly acknowledging for the first time a limited version of the Special Forces role in preparing the ATF for its Waco raid. Contrary to team sources anonymously quoted by SOF, the army denied that any out-of-bounds topics were taught or that any Green Berets were present when the ATF launched an air and ground attack against a Seventh-Day Adventist religious retreat known as Mount Carmel. In fact, four Special Forces advisers, including a major, watched as the daylight raid they specifically warned against went down as the most deadly botch in the annals of U.S. law enforcement history.

Army officials at Fort Bragg and Fort Hood would only say the Green Berets provided standard firearms, medical, and communications training, acknowledging that "some assistance" was provided in building a target mock-up at Fort Hood's Hargrove MOUT Training Center. MOUT stands for Military Operations in Urbanized Terrain, and Hargrove is essentially a full-scale, multistory generic model of an urban business district, complete with streets, sidewalks, signs, and vehicles.

There are significant differences between MOUT and CQC. MOUT operations are characterized by large-scale offensive and defensive operations. The primary objective in a MOUT operation is to seize and hold urban terrain by using all available means, often resulting in extensive damage to the target area. Of significance to the ATF's assault on Mount Carmel, MOUT doctrine allows considerable collateral damage and is improper for use in situations in which friend/foe target discrimination is required or in potential hostage or hostage rescue scenarios.

Advanced MOUT training, or AMOUT, requires skill levels above those normally found in a standard infantry unit and includes such techniques as advanced breaching, dynamic assault entries, and selective target engagement, all with a minimum of collateral damage. Army Ranger units are typically skilled in AMOUT techniques. Recent examples of operations would include retaking the U.S. Embassy in Kuwait City during Operation Desert Storm and the clearing of the Tocumen Airport in Panama during Operation Just Cause.

CQC, according to one army definition, employs "combative techniques which include advanced marksmanship, use of special purpose weapons, munitions, demolitions and selective target engagement conducted by small, specially trained units against . . . a hostile force with a minimum of collateral damage." Examples of operations employing CQC techniques would include the Son Tay Raid, a well-executed but unsuccessful effort to forcibly free U.S. POWs from a prison camp inside North Vietnam, and the take-down by Great Britain's Special Air Service of the Iranian Embassy at Princess Gate, London.

"There is a wide gulf between infantry Military Operations in Urbanized Terrain and [CQC]," Colonel Philip R. Kensinger Jr., commanding officer of 3rd SFG, wrote in a 21 September 1992 memo. "MOUT is defined in FM 7-8 and does not involve mixed friend/foe situations or the need for discriminatory shooting . . . 3rd SFG(A) will not solicit or accept ad hoc requests for [CQC training].

"If queried, 3rd SFG(A) representatives will explain MOUT . . . " Col. Kensinger's memo continues. "No discussion of comparisons or contrasts between MOUT and [CQC] will be entered into. [CQC] should not be a subject for unit training schedules . . . *No mention of [CQC] training or proficiency will be made in unit After Action Reports (AARs). Recommendation referring to this type of training/proficiency will not be made verbally or in writing."* (emphasis added)

"I cannot overemphasize the importance . . . with which I view this type of training," Kensinger concluded, also directing his battalion commanders and group headquarters staff that they must send back an "endorsement" in writing to "ensure this policy is disseminated and understood by . . . the Group prior to 30 September 1992."

Five months later came the police disaster in Waco. If people involved in the ATF training sessions at Fort Hood with whom I have talked are correct, and subject matter such as CQC techniques "crossed the line," then the army and the ATF are covering up the truth about this and other aspects of the debacle. But even if only basic MOUT techniques were taught, the ATF still has serious civil liability exposure.

Imagine having to explain to a jury why, when trying to arrest one man with no criminal record, in a building home to more than 100 other innocent people, most of them women and children—most of them now dead—your tactical planners chose a military assault doctrine that, in the definition of the instructors' own commanding officer, "does not involve mixed friend/foe situations or the need for discriminatory shooting."

Green Beret involvement in the ATF Waco raid preparation was not just a source of embarrassment in the special operations community, though. It still has sensitive political and potential legal ramifications—the Posse Comitatus Act, for starters.

"Whoever, except in cases and under circumstances expressly authorized by the Constitution or Act of Congress, willfully uses any part of the Army or the Air Force as a posse comitatus or otherwise to execute the laws shall be fined not more than $10,000 or imprisoned not more than two years, or both," the law states in its entirety. (Please note that the U.S. Navy is not mentioned in the act. Various court decisions have been contradictory on whether the feds can use special naval warfare units and Marine Corps reconnaissance teams and rifle platoons against perceived threats to "public safety" within U.S. boundaries.)

The 3rd Battalion, 3rd Special Forces Group, is guilty of at least being "any part of the Army," whether or not the detachment from Fort Bragg crossed the vague legal line supposedly demarcated by Posse Comitatus. But it turns out the Green Berets probably have a legal loophole to low-crawl through anyway, under the part of the law that allows exceptions " . . . under circumstances expressly authorized by . . . Act of Congress . . ."

The ATF train-up by U.S. Army Special Forces Operational Detachment 381 just prior to the Waco disaster—Mission JT00 2E—was jointly authorized by a Department of Justice entity known as Operation Alliance and its Defense Department counterpart, Joint Task Force Six, or JTF-6. Headquartered within shouting distance of each other at Fort Bliss, Texas, the two organizations were funded under a defense authorization bill passed in 1989, which directed that the military train and assist civilian police forces engaged in drug interdiction "to the maximum extent possible."

In September 1989, Defense Secretary Dick Cheney officially designated drug trafficking as a national security threat. Once the authorization bill passed, Cheney announced the activation of JTF-6 at Fort Bliss. Just down the street, the Justice Department set up shop as Operation Alliance, a bureaucratic funnel for pairing the requests from civilian law enforcement agencies with special operations advisers.

If the staff of lawyers at JTF-6 and Operation Alliance, who spend much of their time researching ways to legally merge the military even further into civilian law enforcement, is not enough to convince you of the eventual federal intent, consider this introduction from JTF-6's *Operational Support Planning Guide*: "JTF-6 . . . continues to address legal issues which *currently inhibit* our ability to optimize the application of DoD capabilities" to civilian law enforcement. (emphasis added) In defining its "concept of military support," the planning guide explains that "JTF-6 support is intended to serve as a force multiplier . . . using a Total Force approach . . . "

While recognizing that "as Title 10 federal forces under JTF-6 (tactical control) are precluded by the Posse Comitatus Act from performing search, seizure, arrest, or other similar law enforcement activities," the same concept statement acknowledges that "innovative approaches to providing new and more effective support to LEAs [law enforcement agencies] are constantly being sought, *and legal and policy barriers to the application of military capabilities are gradually being eliminated."* (emphasis added)

It would be entertaining—not to mention good stuff to spread in the sweet corn furrows next spring—to hear a career policy analyst explain away the exact meaning and intent of that final phrase. Under the heading of public affairs guidance, there is, couched in bureaucratic red-light language, a caution that military involvement, as much as possible, be kept under wraps. In a final warning on "the release of information to the public," the planning guide observes that "'speaking with one voice' is critical . . ." Read that as "be sure we have our story straight."

The ostensible reason for JTF-6 and Operation Alliance, of course, is the nation's so-called war on drugs. But like deployments to Somalia and elsewhere, there has been a decided "mission-creep" away from originally stated objectives. With shrinking budgets and manpower, the military has been ever-eager to prove its necessity in the post-Cold War world. While there was raging internal debate among policy-level personnel about the wisdom of getting the military more actively involved in civilian law enforcement, it became a moot point as Operation Alliance and JTF-6 spread their wings and took off.

Drugs are supposed to be the focal point for missions justification, but the issue is increasingly overlooked or ignored.

The JTF-6 planning guide has "COUNTERDRUG" emblazoned under its command logo on the cover. Earlier versions of correspondence and writing about mission parameters refer to "DLEAs," or drug law enforcement agencies. In army communications, memos, and policy statements regarding operations under JTF-6, the acronym DLEA was also used in the early days. It is interesting to note that in the current paperwork of both the civilian and military commands, "DLEA" has been shorted to just "LEA."

According to one source who has participated in JTF-6 training missions, including the ATF train-up for the Waco raid, Operation Alliance will sometimes throw in a drug angle to justify the request, whether or not it's true.

"The bottom line is that Operation Alliance will lie to JTF-6" about a drug nexus, I was told by the Green Beret, who, for obvious reason, did not want his name used. "The requesting agency, such as ATF, will tell Operation Alliance there's a drug angle—with a nudge and a wink—just to get what they want. And many times JTF-6 doesn't even care."

Almost immediately after the news media horde descended on Waco in the hours after the ill-fated ATF attack, journalists asked about the possible presence of drugs in the ATF's Mount Carmel investigation. The issue was raised at least four times in ATF-FBI press conferences during the first week of the 51-day standoff, by *Soldier of Fortune, The New York Times*, and other media organizations. It is a routine question in large-scale law enforcement operations, especially a company-sized raid like that launched by the ATF against a multifamily dwelling such as Mount Carmel: Was there any evidence of illegal drugs? Each time the question was asked that first week, the answer was no. (At this point, no reporters were aware of the U.S. Army Special Forces role in training the ATF agents involved in the Waco raid, or that Green Berets had been assigned through JTF-6 and, thus, a drug nexus was required.)

Two weeks into the Waco standoff, the ATF's story suddenly changed. Texas state law, it was learned, requires that federal law enforcement agencies seeking the use of Texas National Guard assets, such as the three helicopters used against Mount Carmel, satisfy state authorities that the case involves drug trafficking. Governor Ann Richards, a Waco native, made a comment to the effect that ATF had "misled" Texas officials about drug involvement when asking for close air support for its ground assault.

David Troy, who at the time had the possibly misleading and certainly unfortunate job description as ATF's chief of intelligence, strode onstage to cast his steely, beady-eyed gaze into a phalanx of television cameras and declare that, yes, by golly, we just forgot; turns out there *was* a drug nexus. He said there was evidence of a methamphetamine laboratory. (Prior to David Koresh returning to Mount Carmel as the new Branch Davidian leader, George Roden had run a meth lab there. However, Roden was sent to an asylum after murdering a man, and the lab was destroyed. After Koresh returned to Waco, he called the McLennan County Sheriff's Department to pick up the leftover pieces of the lab.)

One ATF source in Texas who was anonymously quoted by SOF told me Troy's claim was "made up out of whole cloth." Pressed to provide more details to back up that claim, Troy solemnly informed the press that the ATF had thermal imaging video that showed "hot spots" indicating the presence of an illicit laboratory. He neglected to mention that neither the FLIR (forward-looking infrared radar) video itself nor the ATF analysts looking at it can determine if such a "hot spot" is a meth lab, a liquor still, or a pot of pintos.

(No mention was made of any evidence of illegal drugs when 11 Branch Davidians were tried on a variety of charges in January-February 1994. That is because none ever existed. The ATF lied. That Troy and other ATF brass are liars was confirmed by the Treasury Department's own investigation. Finally, it should be noted that, in a society in which drug use is ubiquitous, of the nearly 100 people who died when fire swept Mount Carmel on 19 April 1993, not one body had a trace of any illegal drug, toxicology tests confirm.)

No one mentioned drugs when Mission JT002E brought the 10 Green Berets and 80 ATF agents together at Fort Hood. Nor did anyone mention—much less rehearse—knock-and-announce search warrants or any type of peaceful entry at Mount Carmel, the soldiers and feds later admitted. What they have not fully confessed, however, is that they did delve into Close Quarters Combat techniques described in this book as part of a building assault plan. There was no peaceful intent. There was never any plan except to kick, flashbang, and shoot their way into the religious retreat.

To understand the failure of the ATF's Waco raid, one needs only to know that the agents ignored stern advice against executing such a mission in daylight. (All government investigations conveniently ignore debate on whether civilian law enforcement agencies should be engaged in such a large-scale paramilitary operation in the first place.) But to better appreciate the utter inability of ATF agents to even follow directions, consider that among the classes the after-action report *does* admit teaching to ATF are these: (a) company communications net planning; (b) company-level tactical evacuation planning, and (c) transport of sick and wounded.

In court testimony and internal investigations after the raid's spectacular failure, these facts were revealed: (a) the ATF's communications net failed within the first few moments, making the implementation of a cease-fire much more difficult and dangerous; and (b) the ATF ground commanders never had a tactical evacuation plan, so they (c) were forced to commandeer news media vehicles to transport the most seriously wounded, while others had to hobble away on their own as the unbagged dead were ignominiously hefted off the battlefield by hand.

As for the material in this manual, one can only speculate how well it was learned by the ATF entry teams to which it was taught in after-hours barracks sessions, a convenient way of disclaiming its inclusion in the official training schedule. The ATF entry teams never really got the chance to use any of the CQC skills they might have acquired. Two team leaders, ATF Special Agents Bill Buford and Kenny King, nearly died from their wounds, some of them inflicted by ATF fire. Three members from their teams—Conway C. LeBleu, Todd W. McKeehan, and Robert J. Williams—were killed.

The army still insists Close Quarters Combat was never taught to the ATF's Waco raid team or to any civilian law enforcement agencies. Green Berets who were there said it was.

"We've been expecting (all along) to be subpoenaed," one trooper told me. "The army engaged in a cover-up on this from the moment the news hit the fan about that raid."

On 23 February 1993—the day the 3rd SFG trainers began preparation to train ATF's Waco raiders—Colonel Robert C. Jacobelly, deputy commanding officer of the U.S. Army's Special Forces Command (Airborne) at Fort Bragg, N.C., issued a policy statement to commanders of the 1st, 3rd, 5th, 7th, 10th, 11th, and 12th Special Forces Groups, as well as the commander of the U.S. Army Special Operations Command. His statement recognized "counterdrug support as an outstanding training opportunity *that is as important as operational missions*. (emphasis added) Therefore, it is the position of this command that all Special Forces groups will participate in the President's war on drugs."

Jacobelly's memo specifically addresses "CQB/SOT," or Close Quarters Battle/Special Operations Training, and whether the subject matter is suitable for instruction to civilian law enforcement agencies. It states that Special Forces command and the Special Operations command "have agreed to provide CQB/SOT training assistance to the U.S. Border Patrol Tactical Unit (BORTAC) . . . Our agreement with BORTAC is to provide assistant instructors . . . wherein the classes are taught from the BORTAC" training manual material and "not from skills acquired from" the United States Army John F. Kennedy Special Warfare Center and School.

Green Berets "will not provide CQB/SOT instruction to any other law enforcement agency," Jacobelly's communication cautions. An added warning states flatly that "it is imperative that no 'free-lancing' of skills acquired by Special Forces personnel through Special Warfare Center and Schools be taught to civilian law enforcement personnel. To instruct . . . [such] related skills/subjects could result in . . . civil liability."

Learning a lesson from history—that if an army has no other enemies to fight it may eventually turn on the very citizens whose security it is supposed to guarantee—President George Washington cautioned future generations against the problems of keeping a standing army in peacetime. Certainly the Founding Fathers, who had just led the country in overthrowing a military-backed monarchy, would not have stood for a federal army used to police civilians.

No doubt military and political leaders will scoff that there is a huge difference between a paramilitary police state and what JTF-6 is doing to aid the supposed war on drugs. They might deem such thinking paranoid, perhaps the uninformed opinion of an alarmist. Perhaps. But as the social fabric of this nation frays, and the traditions and mores that have cloaked us in domestic security for generations gradually unravel, a patchwork solution of military involvement in civilian law enforcement looks more and more attractive to a government overwhelmed by sheer numbers and desperate to again cloak itself in a mantle of authority and control.

Citizens must beware, lest society don a tight-fitting garment it cannot remove without bloodshed. I would remind skeptics of some final command guidance from the founder of the U.S. military, the first commander-in-chief, President Washington, in his Farewell Address of 1796: *"Real patriots, who may resist the intrigues of the favorite, are liable to become suspected and odious; while its tools and dupes usurp the applause and confidence of the people, to surrender their interests."*

So far, the questions raised here have not been explored in a court of law, with witnesses under oath, nor has the army's role or those of ATF, the Federal Bureau of Investigation, and the

Department of Justice. The House Judiciary Committee staged a brief dog-and-pony show in a largely successful effort to quell initial public outrage about the deadly disaster. The involvement of Green Berets was not mentioned.

For the ATF leadership, Waco was a vainglorious publicity stunt, motivated by budgetary avarice, horribly blundered. For the army, it was an opportunity to push the rules-of-engagement envelope, thus possibly blurring further the fragile boundary between constitutional civilian law enforcement and a power-mad, paramilitary police state.

And now, for you, it becomes an opportunity to learn, to know some of what they know. Knowledge *is* power. Because if they come to your house, they won't stop to explain it for you. And they won't ring the bell.

James L. Pate
Washington, D.C.
March 1995

CAVEAT

THIS SPECIAL TEXT HAS BEEN CREATED TO ASSIST COMMANDERS AND TRAINERS IN DEVELOPING A STEP-BY-STEP PROGRAM FOR CONDUCTING CLOSE QUARTERS COMBAT (CQC). THE SPECIAL TEXT SHOULD BE USED ONLY BY GRADUATES OF THE SPECIAL OPERATIONS TRAINING COURSE (SOTC). ALTHOUGH THE TEXT WILL NOT MAKE THE READER AN EXPERT IN CQC, IT WILL PROVIDE A COMMON SENSE GUIDE FOR TRAINING INDIVIDUALS WHO HAVE NO EXPERIENCE IN THE METHODS OF CQC. THIS SPECIAL TEXT CONTAINS NUMEROUS TRICKS OF THE TRADE THAT HAVE COME FROM YEARS OF CONDUCTING CQC AND OBSERVING STUDENTS' BEHAVIOR DURING TRAINING. BY ADHERING TO THE MATERIAL IN THIS SPECIAL TEXT, THE TRAINER WILL BE ABLE TO BRING NOVICES TO THIS TYPE OF TRAINING UP TO A LEVEL WHERE THEY CAN EFFECTIVELY PARTICIPATE IN CLOSE QUARTERS COMBAT.

THE CRITICAL TASK COVERED IN THIS SPECIAL TEXT WILL BE CHANGED FOLLOWING THE NEXT SPECIAL OPERATIONS TRAINING COURSE CURRICULUM REVIEW BOARD. SOME OF THE TASKS WILL BE DELETED, SOME WILL BECOME SUPPORTING SUBTASKS TO CRITICAL WARTIME/COMBAT TASKS, AND SOME WILL BE REWRITTEN TO BECOME CRITICAL WARTIME/COMBAT TASKS. THESE CHANGES ARE BEING MADE TO CONFORM TO THE PROVISIONS OF MEMORANDUM, HQ TRADOC, ATTG-CD, 6 SEPTEMBER 1991, SUBJECT: TRAINING DEVELOPMENT GUIDANCE, AND TRADOC PAMPHLET 351-13, SYSTEMS APPROACH TO TRAINING--ANALYSIS, 17 SEPTEMBER 1990.

PREFACE

Special Text 31-20-6-1 uses material drawn directly from the programs of instruction taught by Company D, 2d Battalion, 1st Special Warfare Training Group (Airborne). The tactics, techniques, and procedures used in the unit's close quarters combat (CQC) program have been developed over a 20-year period. Information contained within this special text should serve as a guide for development of unit standing operating procedures (SOPs) and provide assistance in planning and executing both individual and collective training.

Special Operations Forces (SOF) have validated missions and mission-essential task list (METL) requirements requiring proficiency in CQC training skills. Missions requiring these skills include foreign internal defense (FID), direct action (DA), and counterterrorism (CT). Collateral activities that often call for the specialized skills include counterdrug (CD) and security assistance (SA). The missions and collateral activities require SOF assets that are trained to conduct operations or give instruction on marksmanship, breaching, and room/structure clearing.

The proponent of this publication is HQ USAJFKSWCS. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, U. S. Army John F. Kennedy Special Warfare Center and School, ATTN: AOJK-DT-ITC (Individual Training Division), Fort Bragg, North Carolina 28307-5000.

Unless otherwise stated, whenever the masculine gender is used, both men and women are included.

CHAPTER 1

TRAINING OVERVIEW

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INTRODUCTION

The Army exists to deter war or, if deterrence fails, to win in combat. For deterrence to be effective, our enemies must know that the Army can mobilize, deploy, fight, and win. Effective training focuses on preparing our soldiers to win in the most probable scenarios for combat.

For Special Operations Forces (SOF) to win, they must be prepared to operate across the operational continuum, during times of relative peace, times of conflict, and times of war. With a large portion of today's population living within urban areas, it is essential that our soldiers be capable of conducting successful military operations in built-up areas. The success of these forces depends heavily on the special operations soldiers' ability to effectively discriminate between targets and minimize collateral damage.

Realistic live-fire training is essential to the sustainment of combat readiness. Close quarters combat (CQC) provides the discipline, confidence, and skill in both the individual and his team that are necessary on the battlefield. These skills are very perishable and require constant training. It is incumbent on the unit leadership to provide the necessary guidance, command influence, and resourcing for their detachments designated to conduct CQC.

The training overview chapter of this special text has been organized as follows:

a. Commander's Role. This provides a brief summary of each chapter and explains the training concept of this special text.

b. Leader Responsibility. This provides a brief summary of the resources needed. This list is not all inclusive. Specific post requirements will have to be added and considered; however, this should provide a good starting point.

c. Definitions. Numerous terms and descriptions are currently being used to describe building clearing operations. Military Operations on Urbanized Terrain (MOUT), Advanced Military Operations on Urbanized Terrain (AMOUT), and Close Quarters Combat (CQC) are three terms used to describe combat within the cities. This section defines these terms and identifies which units are trained to each level of proficiency.

d. Proficiency Levels. This will provide the commander and the trainer with a guideline for conducting marksmanship and CQC. Each level provides different tasks that should be accomplished before continuing to the next level.

COMMANDER'S ROLE

1. CQC is an inherently dangerous activity; however, it can be conducted safely. This special text outlines proven techniques for the safe conduct of CQC. No technique or safety equipment can prevent errors committed by an unprepared and untrained soldier. Clearly, the commander's responsibility rests in the thorough and proper preparation of his soldiers, the proper equipping of those soldiers, and the proper training of the soldiers.

2. This special text outlines a realistic crawl/walk/run approach for training soldiers to conduct CQC and to train others in the methods of CQC, both at their home station and during a deployment. Numerous "tips for the trainers" are included throughout the special text. These tips are a collection of lessons learned from Special Forces soldiers throughout the force. Resourcing, in terms of ammunition, time, equipment, and facilities, cannot be overemphasized.

3. A brief summary of each chapter is as follows:

a. Weapons Marksmanship. This chapter provides an in-depth, structured marksmanship training program that, if followed, should adequately develop necessary marksmanship skills for the safe conduct of CQC. Adequate time and ammunition are critical to attaining the basic level of competence required.

b. Critical Task Evaluation. This chapter is the ruler that measures the effectiveness of the marksmanship training. The personal integrity of the leaders is paramount. Allowing a soldier whose evaluation was unsatisfactory to conduct live-fire CQC is courting disaster. This soldier is a danger to others. However, he need not miss CQC training; he should simply train with a "dry" weapon. The standard is set; enforce it!

c. Night Marksmanship. Conducting CQC during limited visibility is realistic and, in most cases, the most desirable time to conduct an actual operation. This chapter covers effective methods for introducing night firing techniques into marksmanship training and working up to night CQC. Detachments should not attempt this until they demonstrate marksmanship proficiency under daylight conditions. Remember, CRAWL/WALK/RUN.

d. Barrier Penetration. This chapter covers two types of breaching techniques: ballistic (shotgun) and mechanical. Resourcing this training may involve nonstandard ammunition, and training plans should allow adequate time for obtaining these materials. This training also requires other materials such as doors, windows, wall construction materials, and hardware. This training is resource intensive, as these items usually cannot be reused.

e. Principles and Fundamentals of CQC. This chapter details a training plan for CQC and illustrates individual and team responsibility. This chapter reinforces the crawl/walk/run philosophy, starting with each soldier's role, then two- and four-man teams in a single room with a center or a corner door. Commanders should monitor this training to ensure that teams are not attempting to advance too quickly. A good rule of thumb: SLOW IS SMOOTH, SMOOTH IS FAST.

f. CQC Safety Tactics, Techniques, and Procedures. This chapter is a compilation of lessons learned, safety guidelines, and equipment necessary for CQC. This chapter may be the most important of all. The burden is on the chain of command to ensure that detachments conduct training safely. The worst training inhibitor may be conducting this training under a time constraint. Rushing a detachment through this training will cause soldiers to take shortcuts and push their abilities. Eventually, the result will be tragic.

4. This special text is written in a modular format which requires that training be conducted sequentially. Each chapter develops skills that complement and support each successive block of instruction, i.e., day marksmanship leads to evaluation of marksmanship, which leads to firing at night and breaching. All of these skills must be acquired prior to attempting CQC.

5. CQC training is exciting and motivating. It promotes strong cohesion and confidence in one's abilities. The marksmanship training is beneficial for all soldiers, whether or not they are conducting CQC. However, leaders must stress safety to ensure range restrictions and guidelines are followed.

6. Commanders at all levels must educate themselves on the principles and techniques of CQC. Armed with this knowledge they will be able to make informed decisions on the conduct and employment of this capability.

LEADER RESPONSIBILITIES

1. As a leader, you must consider several factors when planning to conduct CQC training. This special text provides a crawl/walk/run approach to the preparation and conduct of CQC training. As a leader, aside from enforcing safety and training standards, you must adequately resource this training, in terms of both time and equipment. The following list contains only a few of the resourcing requirements you should consider.

a. Time. How much advance time have you given yourself for training new or inexperienced personnel? How far in advance will you have to arrange for the ammunition? How long will it take your detachment to conduct the pre-CQC marksmanship training? Is a range available for that length of time? How long will it take to prepare a range for CQC? Is travel time to and from the range a factor? Leave lots of time for dry runs and blank training. Remember, don't rush this: SLOW IS SMOOTH AND SMOOTH IS FAST!

b. Facilities. Is a range available for marksmanship? Is a range available for CQC? How much preparation time is needed for both types of training? Is ammunition storage a problem? Is a range available at night? What are the post policies on night firing? Does everyone understand the range boundaries? Will you need a waiver for CQC? Are you using diversionary grenades (flash bangs)? What are the post policies on flash bangs and explosive breaching?

c. Equipment. Do you have everything you need for training? (A recommended list is provided in Appendix A.) Can you get everything you need? Never let a soldier get hurt because you didn't properly outfit him.

d. Ammunition. Do you have enough ammunition to train everyone to the established standards? Can you get everything you need? Will you need even more emphasis on pistol training? Are you going to qualify for record at the same time?

e. Safety Equipment. Check your post policies. Ensure that your medic has reviewed your training plan and is prepared to cover any contingency.

2. The training plan contained in this special text progresses in a modular fashion. Soldiers should accomplish each task in a sequential manner, completing each task before continuing on to the next. This special text addresses tasks as building blocks that must be accomplished prior to arriving at the final goal of conducting CQC. For a summary of each chapter see the Commander's Role (page 1-3).

DEFINITIONS

CLOSE QUARTERS COMBAT (CQC), CLOSE QUARTERS BATTLE (CQB), URBAN COMBAT (UC), AND ROOM CLEARING - generic terms used to describe combat in built-up areas. The difference in terminology comes from a unit's ability to train to varying levels of proficiency. For the purposes of this text, we have established three levels of proficiency, and to which units each level applies.

MILITARY OPERATIONS ON URBANIZED TERRAIN (MOUT) - includes all military actions that are planned and conducted on a terrain complex where man-made construction impacts on the tactical options available to the commander. These types of operations are characterized by relatively large-scale offensive or defensive actions. The primary objectives are to seize or hold ground using all available means at hand. This often results in extensive collateral damage to the area. Conventional infantry units are most often used for this type of operation.

ADVANCED MILITARY OPERATIONS ON URBANIZED TERRAIN (AMOUT) - encompasses advanced offensive close quarters combat techniques used on urban terrain conducted by units trained to a higher level than conventional infantry. Techniques include advanced breaching, marksmanship, selected target engagement, and dynamic assault techniques using organizational equipment and assets. This is primarily an offensive operation where clearing of large built up areas is necessary but collateral damage must be kept to a minimum and noncombatants are or may be present. Ranger units are trained to meet this requirement.

CLOSE QUARTERS COMBAT (CQC) - are combative techniques that include advanced marksmanship, use of special purpose weapons, munitions, demolitions, and selective target engagement conducted by small, specially trained units against static or halted man-made targets to defeat a hostile force with a minimum of collateral damage. This encompasses a wide range of direct action (DA) and foreign internal defense (FID) missions. Selected Special Forces A detachments are trained for this mission.

PROFICIENCY LEVELS. Listed below are training levels for conducting marksmanship and CQC training. The training must be tailored to unit capabilities and requirements. The marksmanship training should be completed before beginning CQC. This training should be conducted sequentially, each level will add on new tasks to be conducted in addition to the requirements from the prior level.

MARKSMANSHIP

LEVEL 1

Eight fundamentals
Slow aimed fire
Ball and dummy drills
Low ready position
High ready position

LEVEL 2

Rapid aimed fire
Drawing the M-9 from the holster
Controlled pairs
Magazine changes
Aimed-quick kill
Immediate action drills

LEVEL 3

Multiple target indexing
Double taps
Weapons transitions

LEVEL 4

Shooting and moving
Shooting from behind cover
Night firing

CLOSE QUARTERS COMBAT

LEVEL 1

Two- and four-man teams
Single room
Team line up
Clear the doorway/fatal funnel
Immediate threat
Clearing the corners
Primary/secondary sectors
Dominating the room
Eliminating the threat

LEVEL 2

Four-man teams
Single room
Team status
Controlling the situation
Movement to the entry point
Search
Nighttime assault
White light

LEVEL 3

Four-man teams
Multiple rooms
Team member down
Breaching
Evacuation/withdrawal

LEVEL 4

Multiple teams
Multiple rooms
Simultaneous entries

CHAPTER 2

WEAPONS MARKSHANSHIP

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INTRODUCTION

A flexible and challenging marksmanship program is the cornerstone of CQC. The discipline required to close with the enemy at arm's length and engage him with surgical precision separates this type of training from all others. The Army's marksmanship program has degenerated in recent years. Marksmanship training, too often, revolves around a semiannual qualification for record, instead of maintaining or elevating the soldiers' skill's. Shooting is a perishable skill, a skill that needs to be practiced, and there is no substitute for shooting on a range at unknown distances in varying weather conditions. It is costly to maintain proficiency, both in ranges and ammunition; however, a well trained shooter will always have the edge in combat.

The weapons marksmanship chapter of this special text has been organized as follows:

a. Lesson Outline (Principles of Combat Marksmanship). This class on marksmanship covers the eight fundamentals of shooting (stance, grip, sight alignment, sight picture, breathing, trigger control, follow-through, and recovery) and some of the techniques required of an assaulter. The lesson outline does not strictly conform to TRADOC standards. It was designed to give the trainer a solid block of information upon which to build a shooting program. As you research more information on shooting, you will notice that certain terms have different meanings in different books, and some techniques and procedures are taught in different manners. The important point is to establish a program that works when training an inexperienced shooter and reinforces the basic fundamentals of sound marksmanship.

b. Tips for the Trainer. These are helpful hints that have come from years of range experience with new shooters. Included are the reasons why sessions are run in a particular order, the sequence for conducting certain exercises, and safety tips.

c. Shooting Charts for the Right-Handed and Left-Handed Shooter. With these charts an individual can examine his shot pattern and deduce what mistakes he is making. Appendix B contains a right-handed and left-handed shooting chart that can be made into wallet-sized charts. These are especially helpful in ball and dummy drills.

d. Marksmanship Sessions. This details a 10-session shooting program starting with firing double-action single shots and progressing to engaging multiple targets while moving. Instructor notes are included with certain sessions, and a complete breakdown of daily requirements of ammunition and supplies is included with each session. Use this information to plan a program around the needs of your training.

LESSON OUTLINE

PRINCIPLES OF COMBAT MARKSMANSHIP

1. INTRODUCTION. If Special Operations Forces (SOF) are to effectively execute the various missions for which they were designed, they must be prepared to use deadly force. Your ability to use your shooting skills with confidence and without hesitation will help to ensure the success of any mission. This block of instruction will deal directly with the Beretta 92F pistol and the M16A2 rifle. You will be taught to engage targets while moving, draw your pistol from the holster, execute magazine changes, transition from one weapon to another, and the use of various sighting techniques, all required skills for use in CQC.

2. TERMINAL LEARNING OBJECTIVE. As a SOF member, engage single and multiple threat targets quickly, accurately, and without hesitation by applying the fundamentals of combat marksmanship.

3. SAFETY CONSIDERATIONS. A safety briefing will be given prior to each range session. All range firings will adhere to the unit's Safety SOP. See Chapter 7, page 7-3 for a sample range safety briefing.

4. ENABLING LEARNING OBJECTIVES.

a. First Enabling Learning Objective. As a SOF member, summarize the eight basic fundamentals of marksmanship.

(1) First teaching point. STANCE: The feet should be shoulder width apart. The nonfiring foot is slightly forward of the firing foot (normally 2 to 4 inches) and is pointed directly at the target. Your firing foot should be firmly planted to provide you with balance. Use your back foot (firing foot) to quickly generate either forward or lateral movement. Your knees will be slightly bent and your upper torso leaning forward. You should have 60-70 percent of your weight forward to absorb the recoil of the weapon. The elbows should be locked into the body. Stand with your shoulders and head square to the target and your head erect. Key Point: The stance must be comfortable.

(2) Second teaching point. GRIP: Begin the proper grip by making a fist around the handle of the pistol. Your grip should allow you to place your trigger finger so that you have maximum control. Your weak (nonfiring) hand should then make a fist over your strong (firing) hand. The thumb of your weak hand should be over the thumb of the strong hand, pushing down, and the index finger of the weak hand should be under the trigger guard, pushing up. The pinch that is created by the weak hand grip creates an isometric tension between the tendency of the weak hand to force the gun down and the upward push against the trigger guard by the weak hand index finger. (The positioning of the thumb will vary with the individual, as will the grip. The key again is that the grip must be comfortable.)

(3) Third teaching point. SIGHT ALIGNMENT: This is accomplished by centering the front sight blade into the rear sight notch. The top of the front sight must be level with the top of the rear sight and in alignment with the eye. (See Figure 2-1.) If you are not sure which is your dominant eye, there is a simple test. Extend your arm and point your finger at an object. Close your left eye first and observe the finger with your right eye. Then open your left eye and close your right eye and again observe your finger. Whichever eye observes the finger pointing directly at the object is your dominant eye.

(4) Fourth teaching point. SIGHT PICTURE: This is the positioning of the weapon's sights in relation to the target as seen by the shooter when he aims the weapon. A correct sight picture consists of proper sight alignment with the front sight placed center mass of the target. The eye can focus on only one object at a time at different distances. Therefore, the last focus of the eye is always on the front sight. When the front sight is seen clearly, the rear sight and target will be out of focus. (See Figure 2-2.)

(5) Fifth teaching point. BREATHING: The firer must learn to hold his breath properly at any time during the breathing cycle if he wishes to attain accuracy that will serve him in combat. This must be done while aiming and squeezing the trigger. To hold the breath properly, take a breath, let it out, then inhale normally. Exhale a little air until comfortable, hold, and then fire. If is difficult to maintain a steady position with the front sight of the weapon at a precise aiming point while breathing. Therefore, you must be taught to inhale, then exhale normally, then hold your breath at the moment of the natural respiratory pause. (See Figures 2-3 and 2-4.)

(6) Sixth teaching point. TRIGGER CONTROL: In order to produce an accurate shot using double-action during slow aimed fire, you must first remove the slack from the trigger (any free movement in the trigger is called slack); then apply a positive increase of pressure smoothly and evenly to the rear without interruption as you're raising the weapon to the target; acquire a sight picture, continuing to apply positive, smooth pressure to the rear; and fire. When you are first learning double-action trigger control, you may pause momentarily as you settle into an aiming area (a minimum arc of movement) and acquire a sight picture; then you will continue to apply smooth, even trigger pressure to the rear and fire. For single-action trigger control, as you raise the weapon to the target, remove the slack and apply the initial pressure to the trigger (the trigger squeeze of the M-9 pistol, when fired in the single-action mode, is between 4.0 and 6.5 pounds; when fired in the double-action mode, it is a between 9.5 and 16.5 pounds), settle into an aiming area, acquire the sight picture, then apply a positive increase in pressure on the trigger smoothly and evenly to the rear without interruption. After the completion of the trigger pull, release the trigger

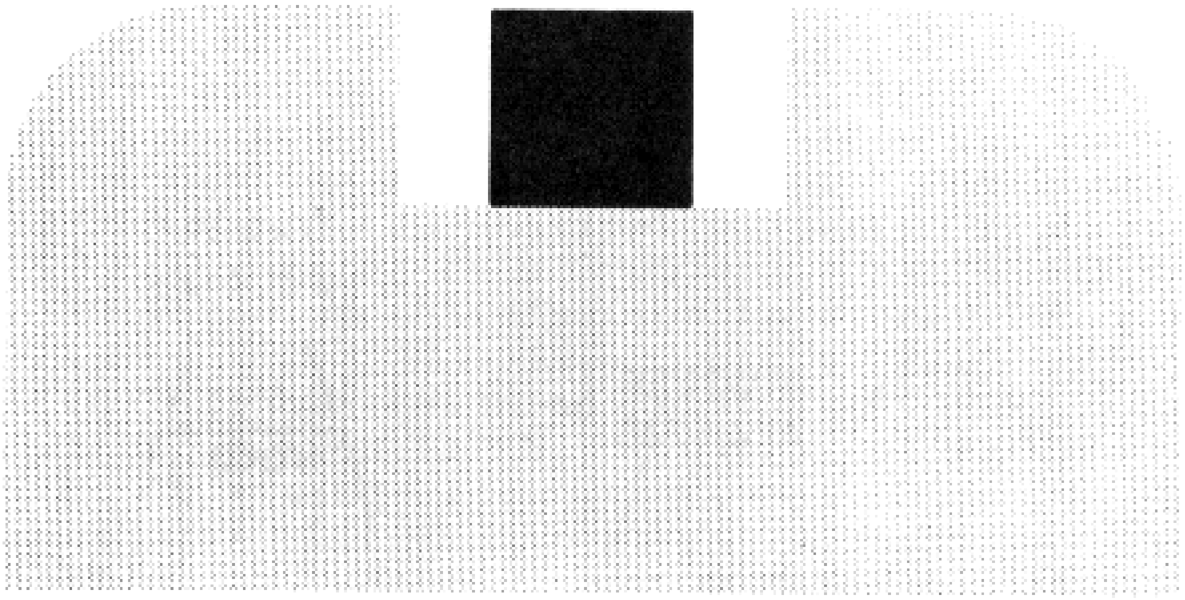


Figure 2-1. Correct Sight Alignment.

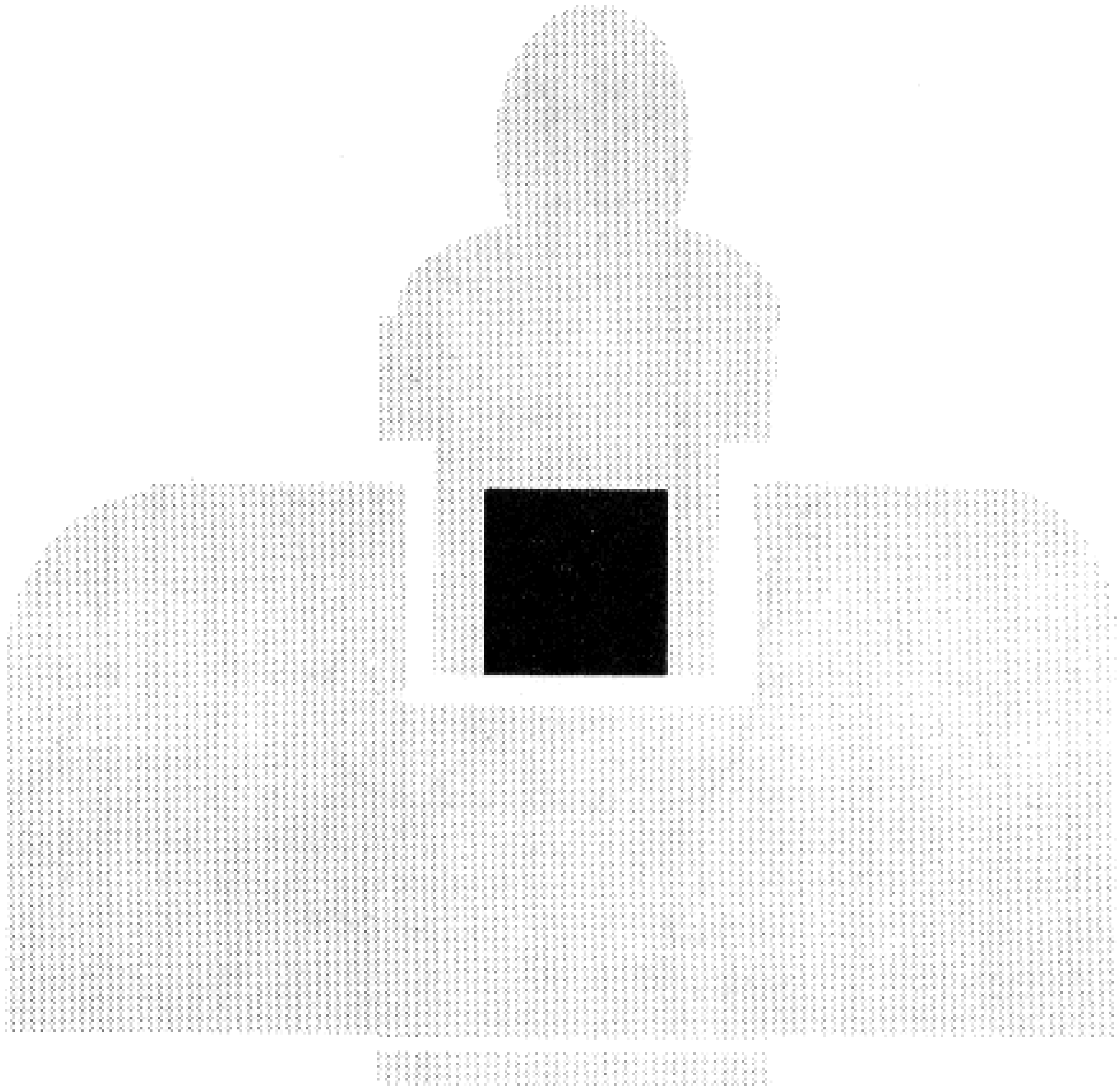


Figure 2-2. Correct Sight Placement.

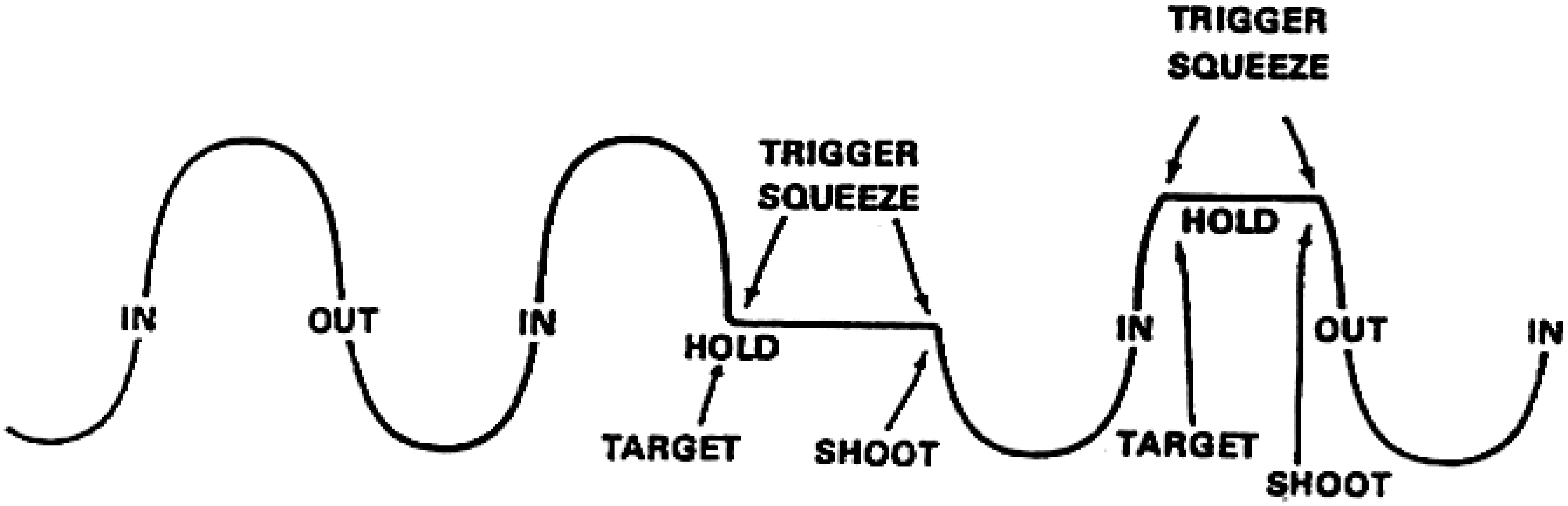


Figure 2-3. Breath control, firing at a single target.

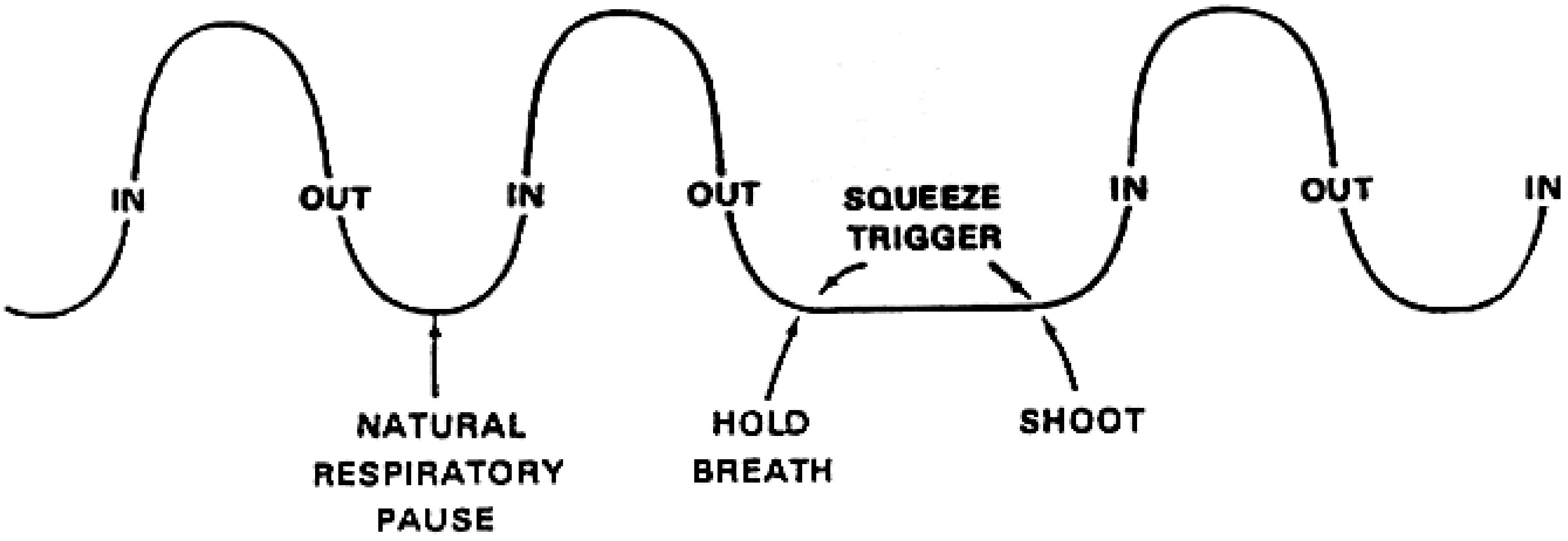


Figure 2-4. Breath control, firing at timed or multiple targets.

without losing contact between the trigger finger and the trigger and remove the slack to prepare to fire again. Remember, you must concentrate on the front sight throughout the entire trigger squeeze.

(7) Seventh teaching point. FOLLOW-THROUGH. Follow-through is the conscious attempt to keep all control factors applied through the break of the shot. You should continue to maintain concentration on sight alignment even after the shot is on the way. By doing this, you will have a surprise shot break with no reflexes of anticipation to disturb your sight alignment.

(8) Eighth teaching point. RECOVERY. Recovery is the return of the weapon to the original holding position in the center of the aiming area, accompanied by a natural alignment of the sights. If you use the proper stance and the correct grip and arm position, the recovery is more natural and uniform. Recovery must be accomplished as quickly as possible by taking the recoil straight back to the shoulder. The instant the weapon is fired, you must immediately resume the sequence of applying the fundamentals for the next shot.

b. Second Enabling Learning Objective. As a SOF member, identify both ready positions used with the M-9 pistol and the M16A2.

(1) First teaching point. The low ready position. To hold the M-9 pistol in the low ready position, ensure the weapon is on "safe", and hold the weapon close to your body with the muzzle pointed downward at a 45-degree angle. (Note: With either position or weapon be aware at all times where the muzzle is pointing, and ensure that the weapon is on "safe" and that the trigger finger is resting outside the trigger guard.) (See Figure 2-5.) To hold the M16A2 at the low ready position, plant the stock of the weapon firmly in the firing shoulder, keeping the muzzle pointed downward at a 45-degree angle. When you are ready to engage the target, pivot the weapon up to the line of sight and engage the target. (See Figure 2-6.)

(2) Second teaching point. The high ready position. To hold the M-9 pistol in the high ready position, hold the weapon several inches from the firing shoulder with the weapon pointing up. The muzzle should be at eye level. From this position you can rotate the weapon forward and press out with the arms and be on your front sight with minimum movement. (See Figure 2-7.) To hold the M16A2 in the high ready position, place the butt of the weapon under the armpit. The muzzle of the weapon should be under the line of sight. To engage a target, push the M16A2 outward as if to bayonet the target. When the weapon leaves the armpit, slide it up into your firing shoulder. Your sights should be at eye level at this time. This technique uses one continuous, smooth motion, and with a little practice you will easily master it. (See Figure 2-8.) The high ready position is difficult to use with the M16A2.

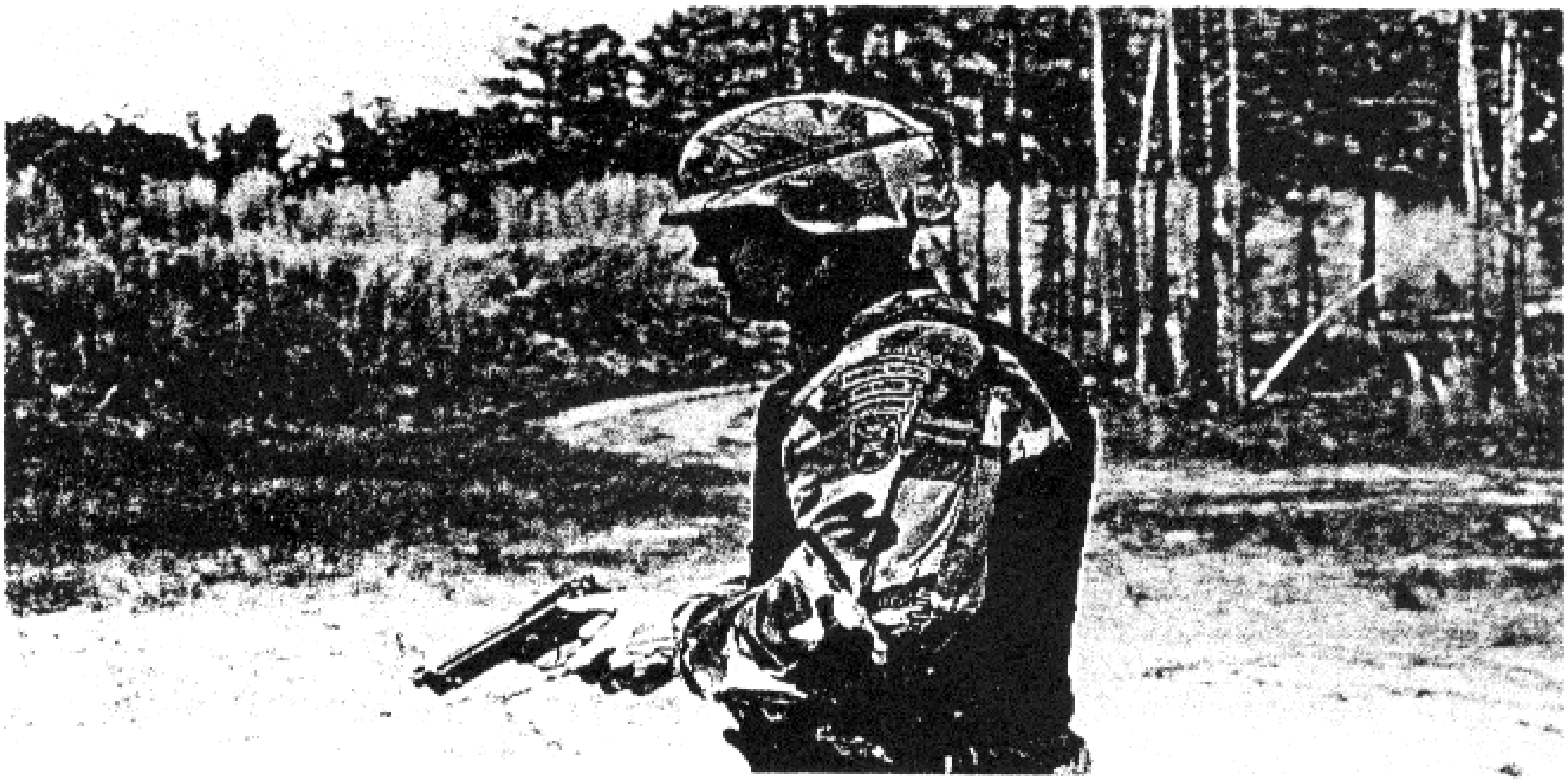


Figure 2-5. The low ready position for the M-9.

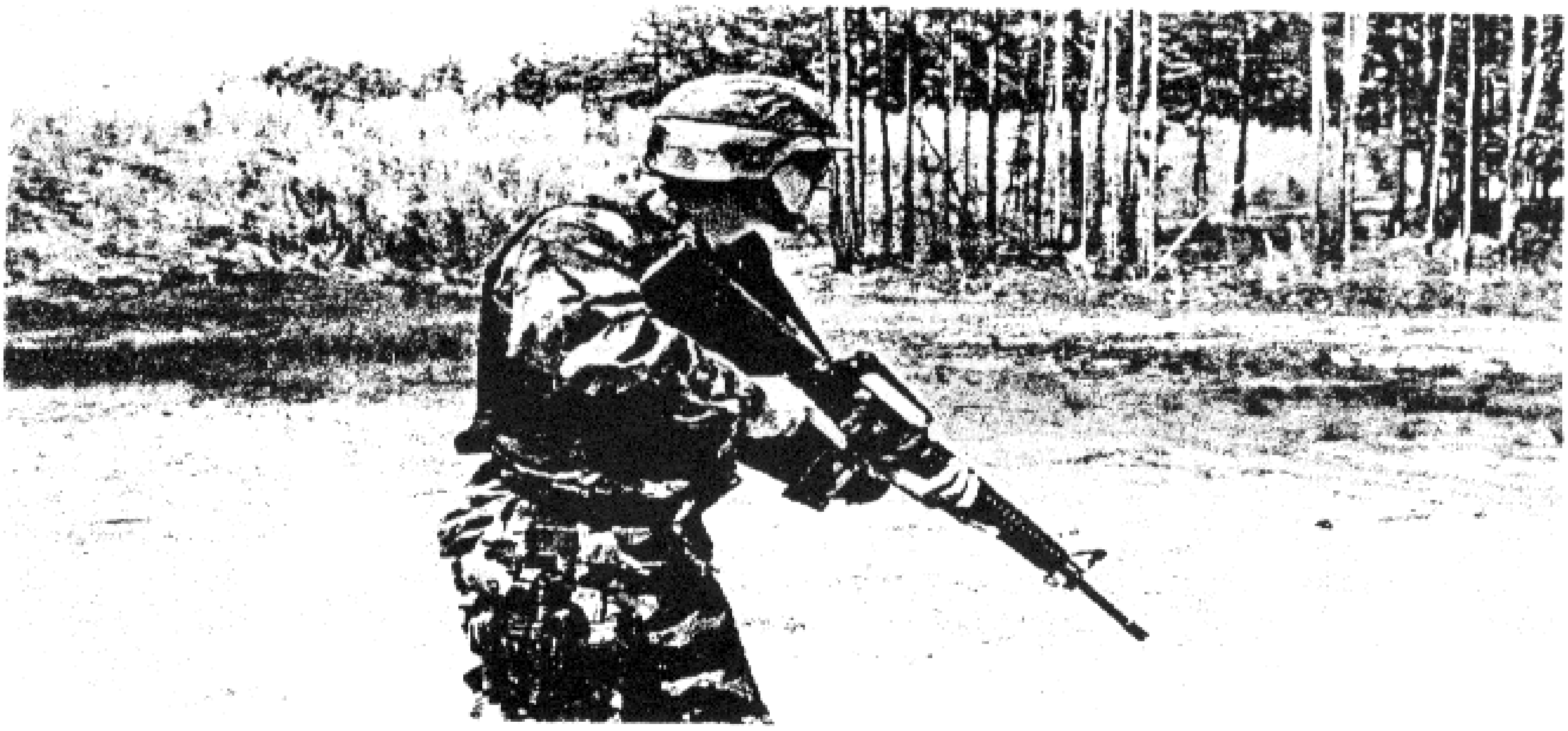


Figure 2-6. The low ready position for the M16A2.

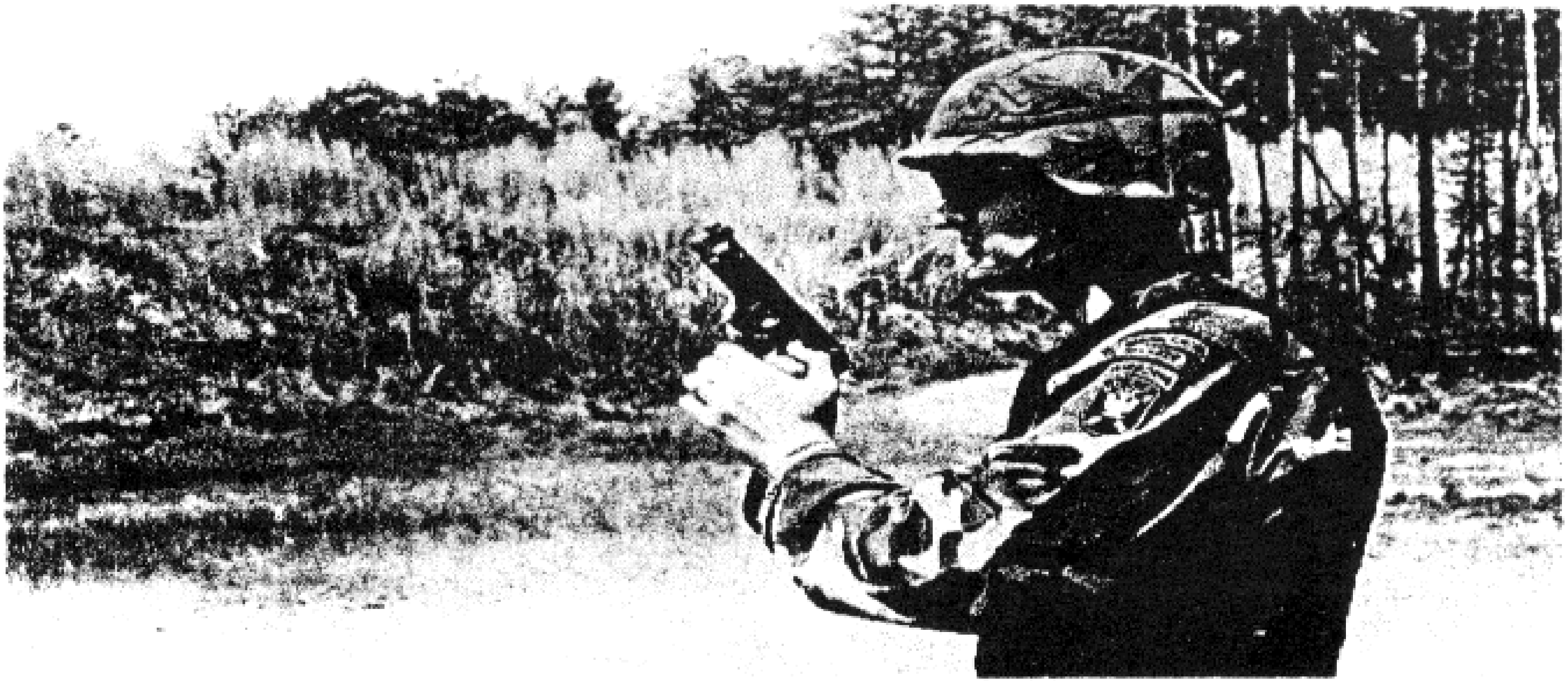


Figure 2-7. The high ready position for the M-9.

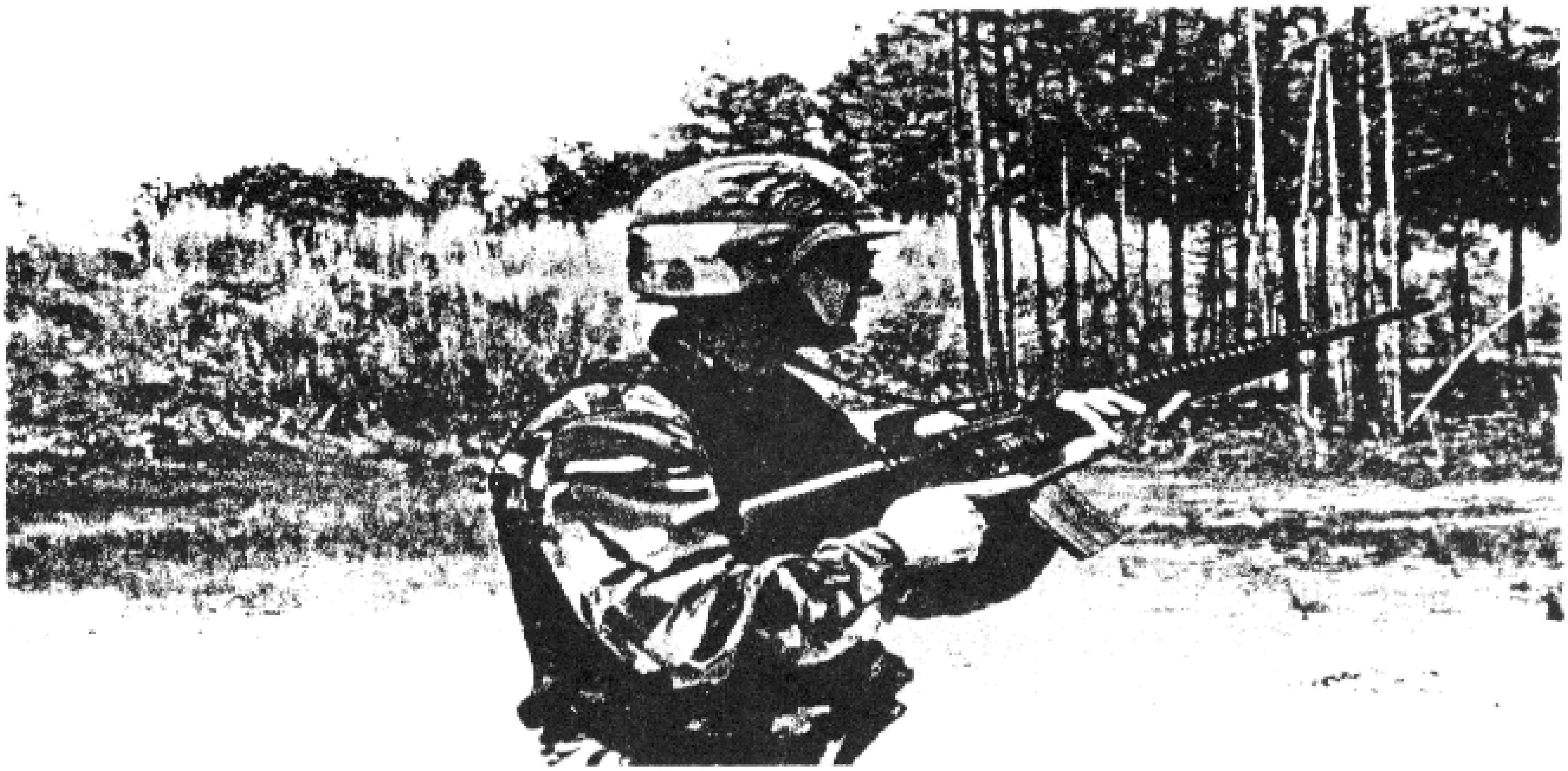


Figure 2-8. The high ready position for the M16A2.

c. Third Enabling Learning Objective. As a SOF member, discuss the differences between slow aimed fire, rapid aimed fire, aimed-quick kill, and a flash sight picture.

(1) First teaching point. Slow aimed fire. When first learning how to shoot or as a warm-up exercise, apply the eight fundamentals of marksmanship slowly in order to assure proper technique. Align the front sight in the center of the rear sight left and right and up and down. If using open sights, keep the top of the front sight post even with the top of the rear sight. You can also use this technique, time permitting, for percentage shots where accuracy overrides speed.

(2) Second teaching point. Rapid aimed fire. When engaging a target at close range (15 meters or less), you will have little time to ensure a correct sight picture. Rapid aimed fire is a compromise between a proper sight picture and aimed-quick kill. As you raise the weapon to eye level, your point of focus switches from the target to the front sight, ensuring that the front and rear sights are in alignment left and right, but not necessarily up and down. The reason for this is that the kill zone is longer than it is wide. Initially, this method should be practiced slowly; you will gain speed as proficiency increases.

(3) Third teaching point. Aimed-quick kill. When using aimed-quick kill with the M16A2, use the same cheek (or stock) weld that you normally use. However, instead of looking through the rear peep sight, look over the rear sight and focus on the front sight. Place the top of the front sight slightly below the point of impact on the target. Accuracy for the average shooter with aimed-quick kill is good out to 12 meters. If you need to make a longer shot, simply refocus on the front sight through the rear sight (normal sight picture) without any movement of your head or the weapon, or you can use the 0-2 short-range peep sight. Due to the large size of the 0-2 peep sight, you can pick up the front sight through the rear sight almost as fast as you can use aimed-quick kill.

(4) Fourth teaching point. Using a flash sight picture gives the fastest sighting possible; however, this techniques is effective only for a distance of 7 meters or less. A flash sight picture requires the use of the front sight only when engaging a target. The eye maintains its focus on the front sight and when the sight appears on the target, the target is engaged. The principle is the same as when you use a shotgun with a bead front sight and no rear sight.

d. Fourth Enabling Learning Objective. As a SOF member, draw the M-9 pistol from the holster.

(1) First teaching point. On the count of one, move the firing hand to the holster and grasp the weapon, forming the proper grip. Simultaneously use your thumb to snap the thumb break. Bend the nonfiring arm to a 90-degree angle with the fingers extended and joined (See Figure 2-9, position number 1.)

(2) Second teaching point. On the count of two, raise the weapon until it clears the holster and with the firing thumb disengage the safety. (See Figure 2-9, position number 2.) If you are unable to disengage the safety on the count of two, disengage the safety when your hands meet during step three. It is not uncommon for the pistol's safety to be disengaged while the weapon is leaving the holster. This is caused by a tight holster or the weapon being pressed against the side of the holster during its upward motion. However, never rely on this method to disengage the safety; it will not occur when you need it.

(3) Third teaching point. On the count of three, move the nonfiring hand to meet the firing hand near the midsection of the body. Keep the weapon pointed at the target. (Disengage the safety at this point with the nonfiring hand if you were unable to do so during step two.) Transfer the trigger finger from the side of the weapon to the trigger. (See Figure 2-9, position number 3.)

(4) Fourth teaching point. On the count of four, push the weapon out to your line of sight while removing the slack from the trigger. Achieve a sight picture and fire. (See Figure 2-9, position number 4.)

(5) Fifth teaching point. When using the M12 holster with a pistol belt, tuck the flap of the holster behind the holster and out of your way and add a leg tie-down so the holster will be secured to your leg.

e. Fifth Enabling Learning Objective. As a SOF member, conduct a magazine change on the M-9 pistol.

(1) First teaching point. On the count of one, use the thumb to depress the magazine release button. Simultaneously with the nonfiring hand reach down to the magazine pouch and grasp one magazine in the pouch. (If you have a problem finding the magazine pouch, move your nonfiring hand down to your belt and follow it to the pouch.) (See Figure 2-10, position number 1.)

(2) Second teaching point. On the count of two, the empty magazine should have cleared the weapon. Twist the weapon toward the midsection of your body, keeping the weapon rotated with the magazine well toward the inside. The weapon should be oriented in the direction of the target at all times. Simultaneously as the fresh magazine clears the pouch, position the index finger of your nonfiring hand along the forward edge of the magazine, just below the tip of the bullet. (See Figure 2-10, position number 2.)

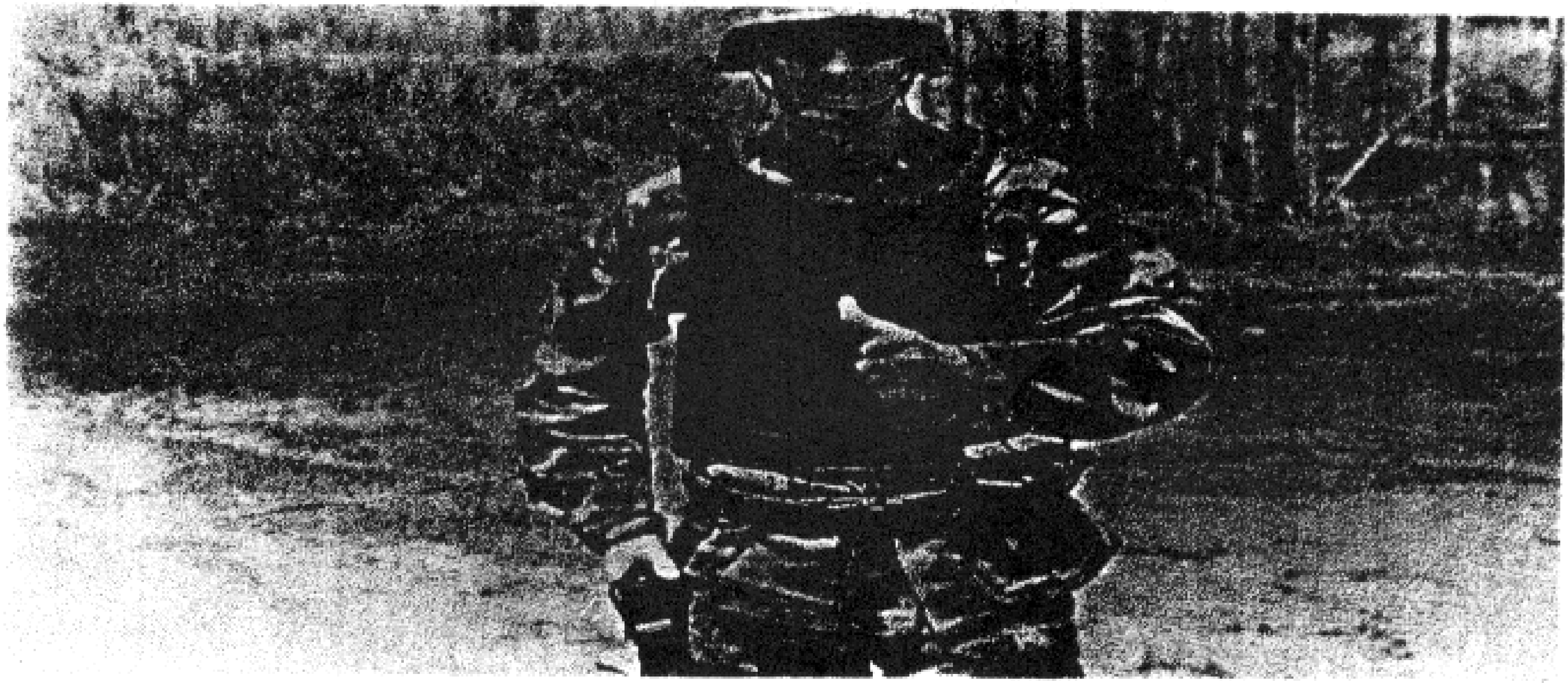
(3) Third teaching point. On the count of three, with the palm of your nonfiring hand seat the magazine in the weapon in one motion. Then disengage the slide stop, keeping your eyes toward the target. Hold the pistol near your midsection at a natural position where your hands meet. This procedure allows you to lock the magazine into the magazine well and disengage the slide stop without removing your eyes from the target and return your weapon to the target with a smooth motion. (For left-handed shooters, two methods can be used to disengage the slide. When using the first method, slip your nonfiring hand over the weapon, press the slide stop, and resume your normal grip. The problem with this method is that you are not looking at the slide stop and may miss it. When using the second method, grasp the slide with the nonfiring hand and pull it to the rear. This will disengage the slide. You can then resume your normal grip. (See Figure 2-10, position number 3.)

(4) Fourth teaching point. On the count of four, extend the arms to the firing position, confirm a sight picture, and fire. (See Figure 2-10, position number 4.)

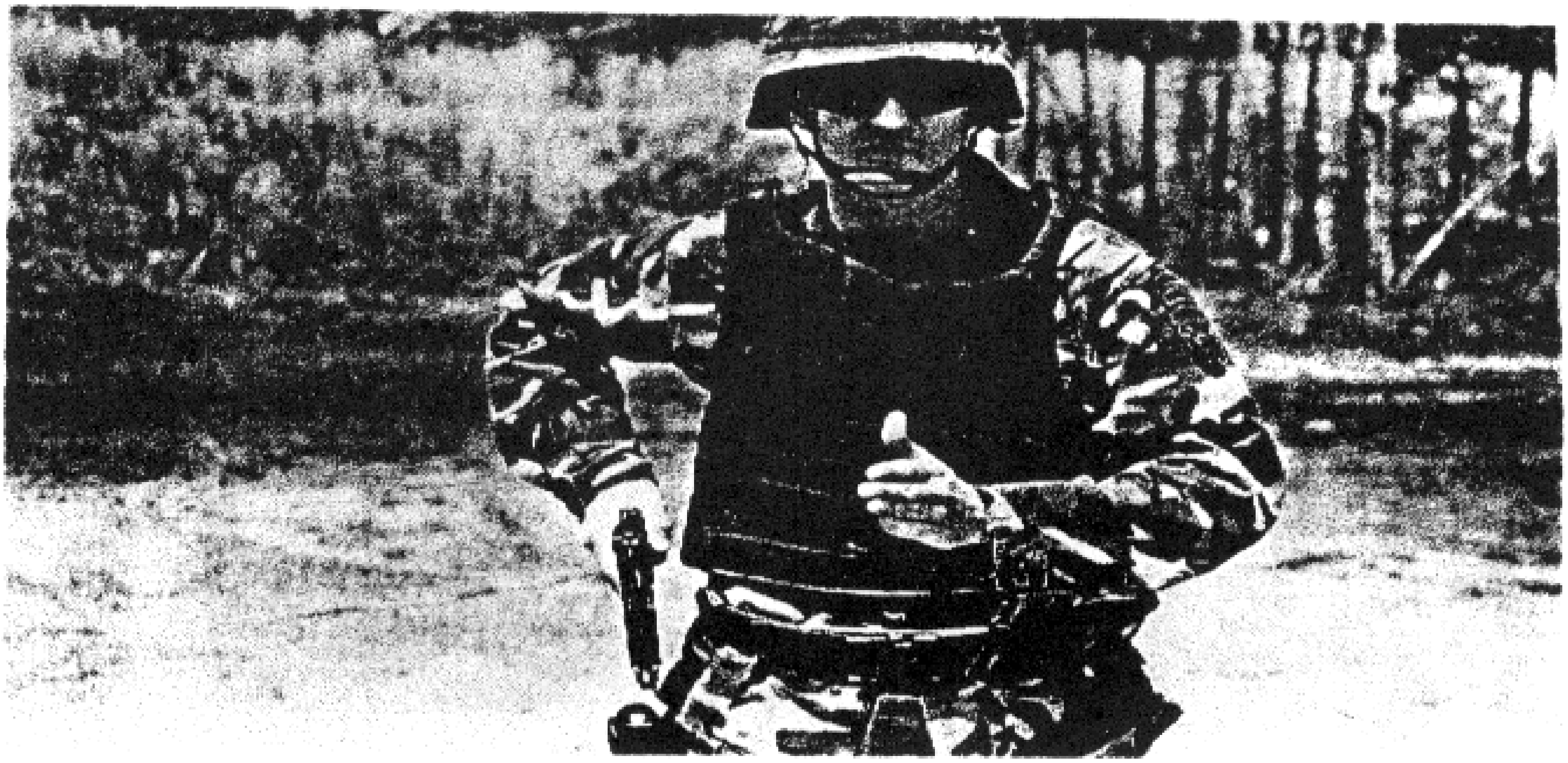
f. Sixth Enabling Learning Objective. As a SOF member, transition from an M16A2 to the M-9 pistol.

(1) First teaching point. To execute a smooth weapons transition, attempt to place the M16A2 on safe and with the nonfiring hand sweep the weapon across the nonfiring side of your body. Simultaneously with the firing hand begin to draw the M-9 pistol from the holster and bring it up on target in one motion. The transition with the M16A2 is difficult. The sling must be loose enough to allow the weapon to sweep across the body. If the sling is too tight, the weapon will drop in front of you, making movement difficult and possibly causing a leg burn from the hot barrel. (See Figure 2-11.

(2) Second teaching point. Some individuals shoot their M16A2 right-handed and their pistol left-handed (or vice versa). This cannot be done when you are conducting transition drills. Your nonfiring hand on the M16A2 would be the firing hand with the pistol. The weapon would also sweep across the body and position itself in front of the holster, making the pistol draw difficult. The shooter with this problem must commit himself to using only one side to shoot from.

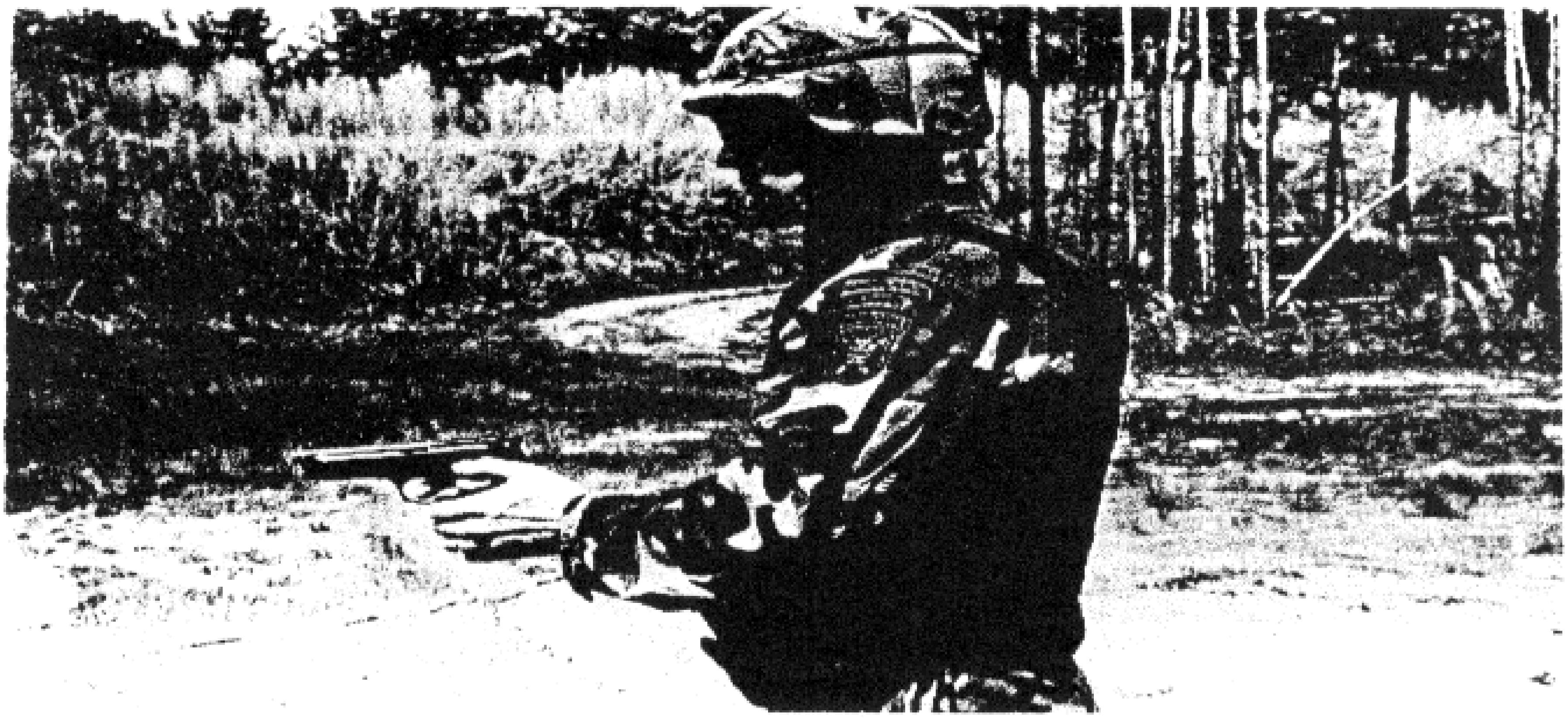


Position number 1



Position number 2

Figure 2-9. Drawing the M-9 pistol from the holster.



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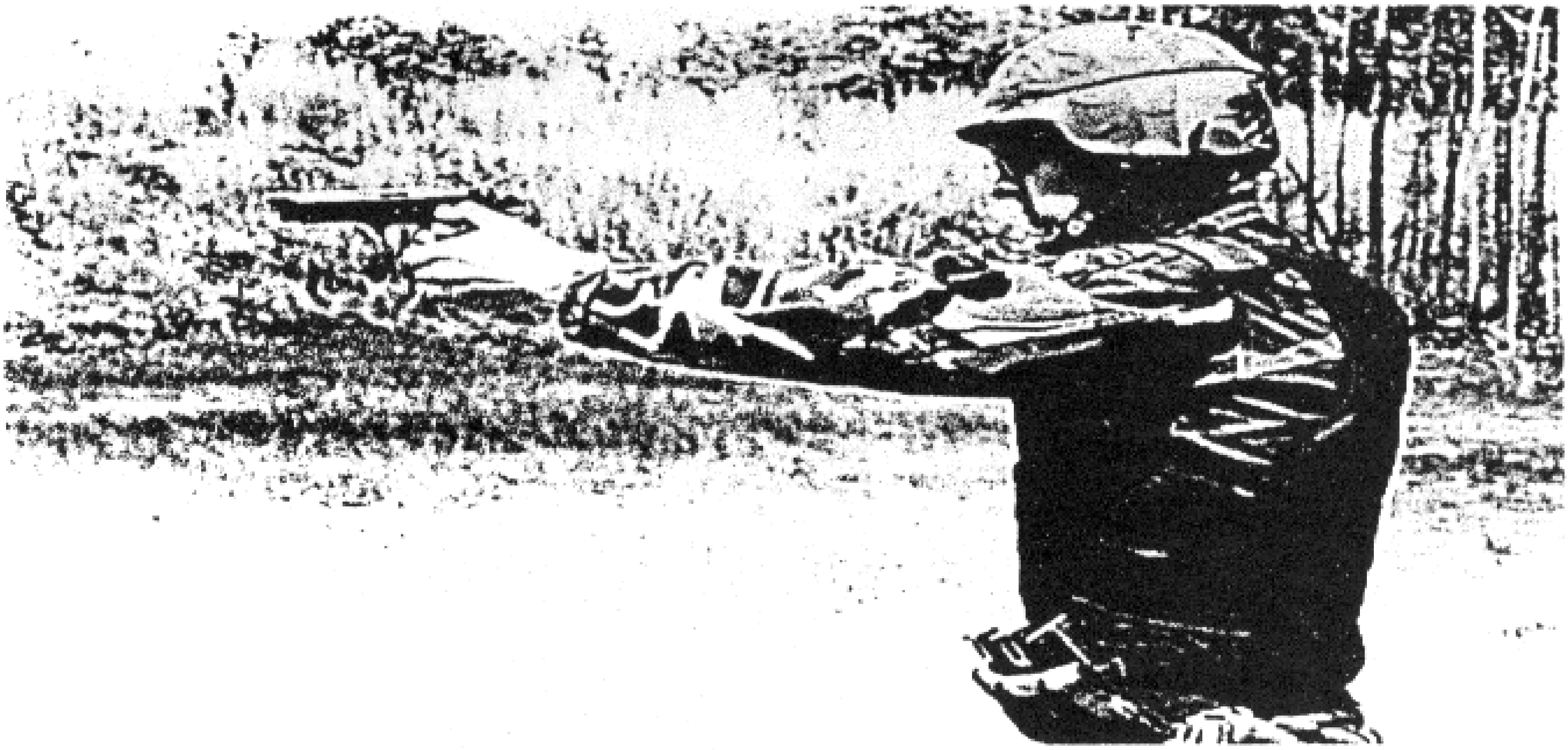
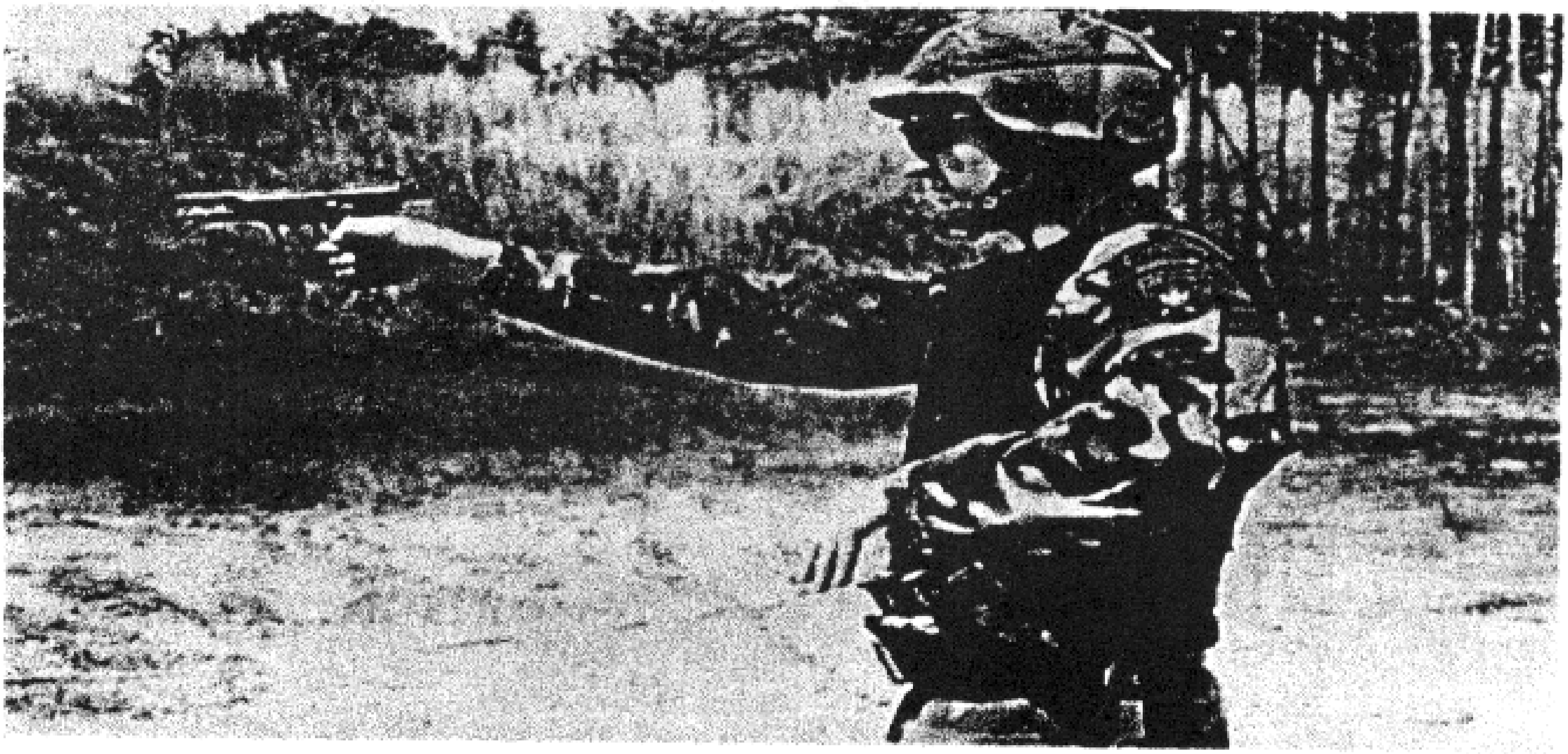
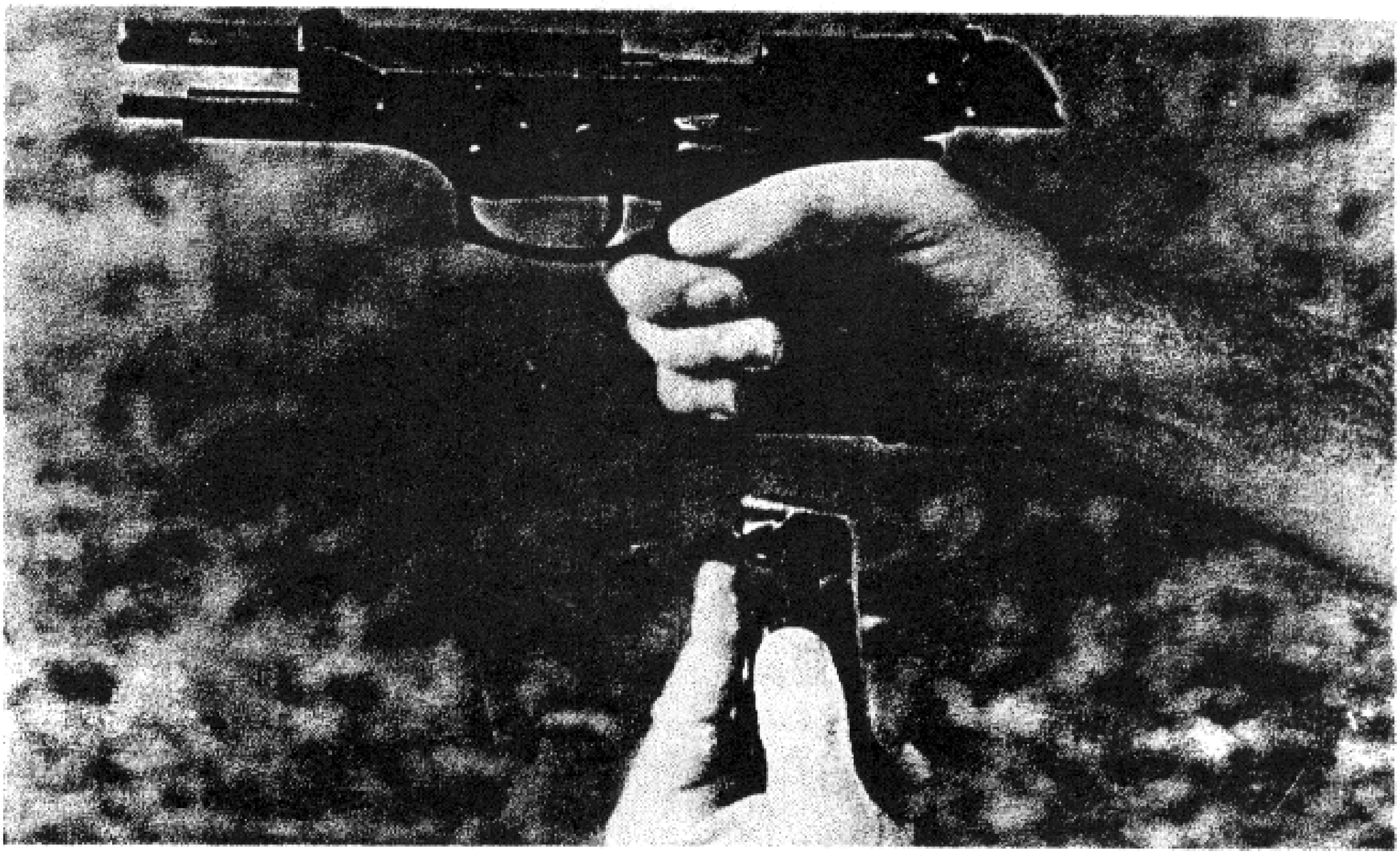


Position number 4

Figure 2-9. Drawing the M-9 pistol from the holster (continued).

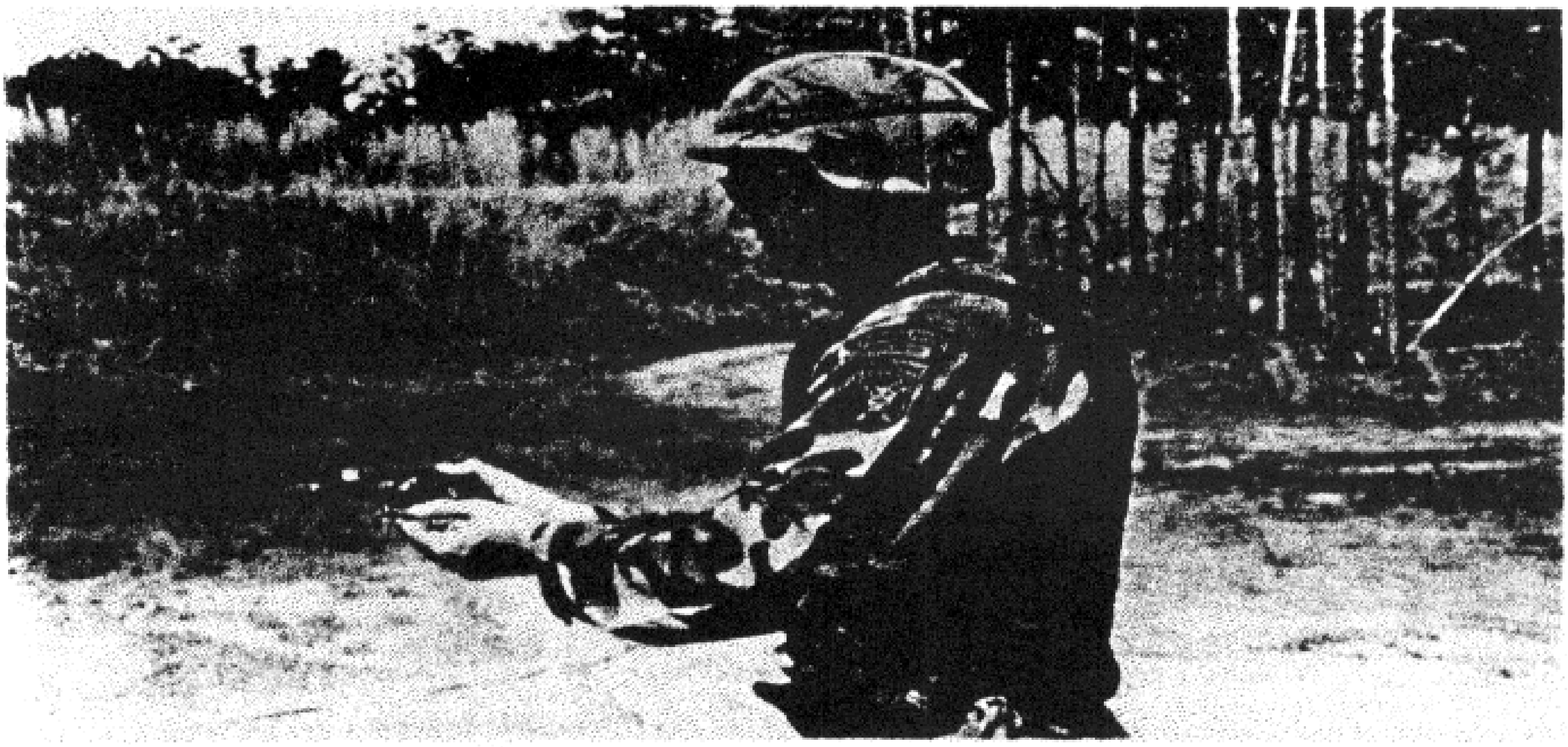


Position number 1

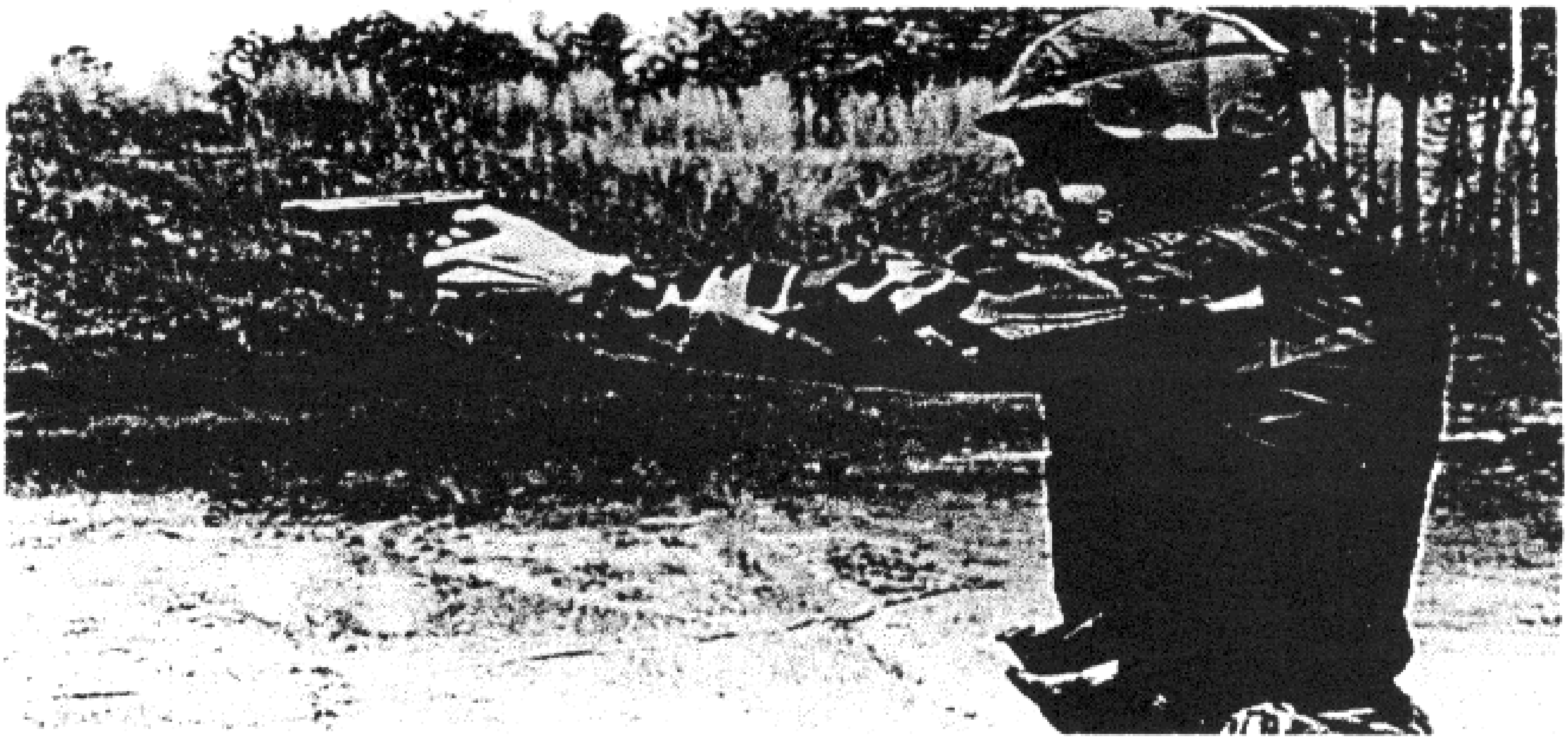


Position number 2

Figure 2-10. Magazine change with the M-9 pistol.



Position number 3



Position number 4

Figure 2-10. Magazine change with the M-9 pistol (continued).

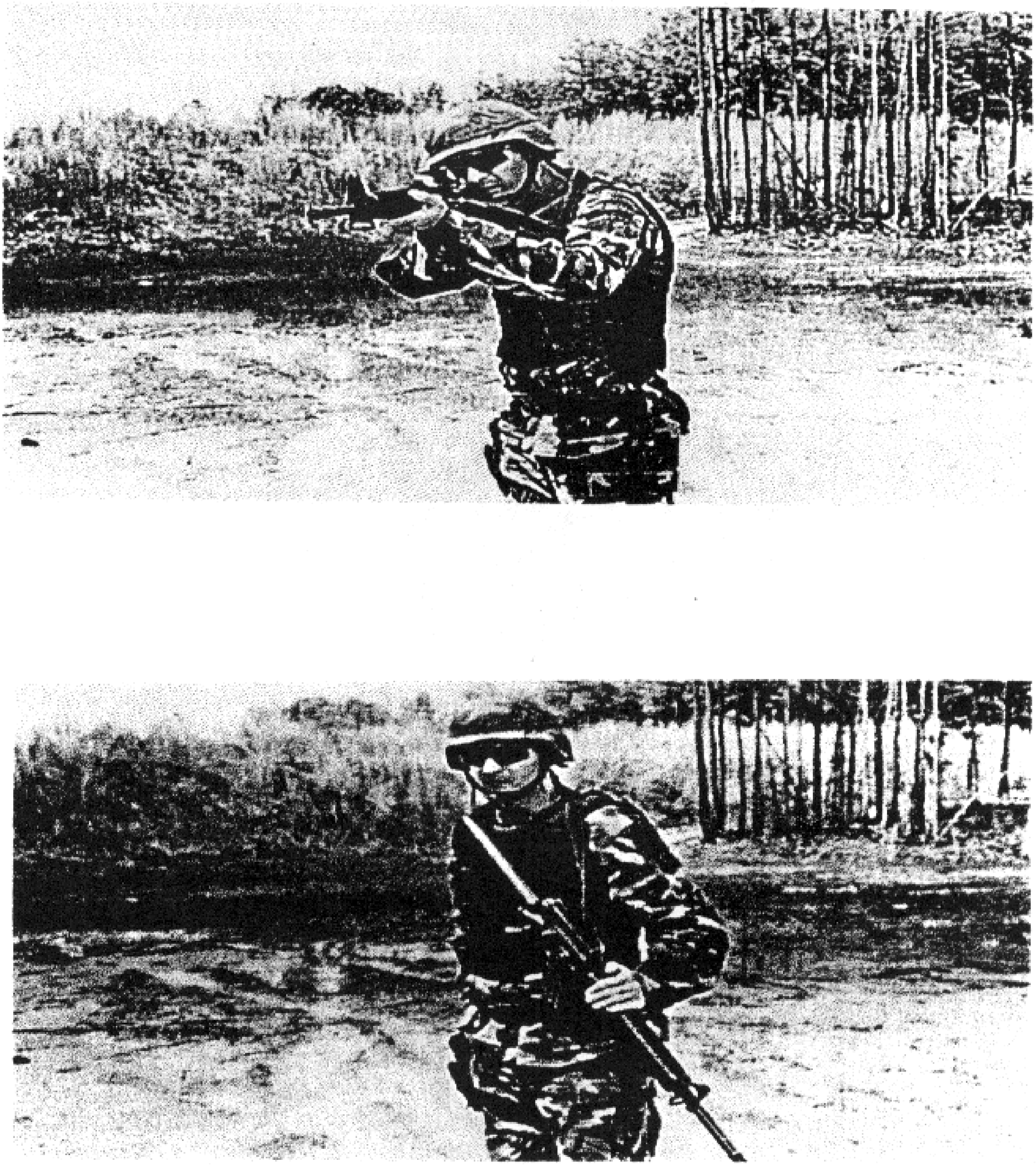


Figure 2-11. Weapons transition from the M16A2 to the M-9 pistol.

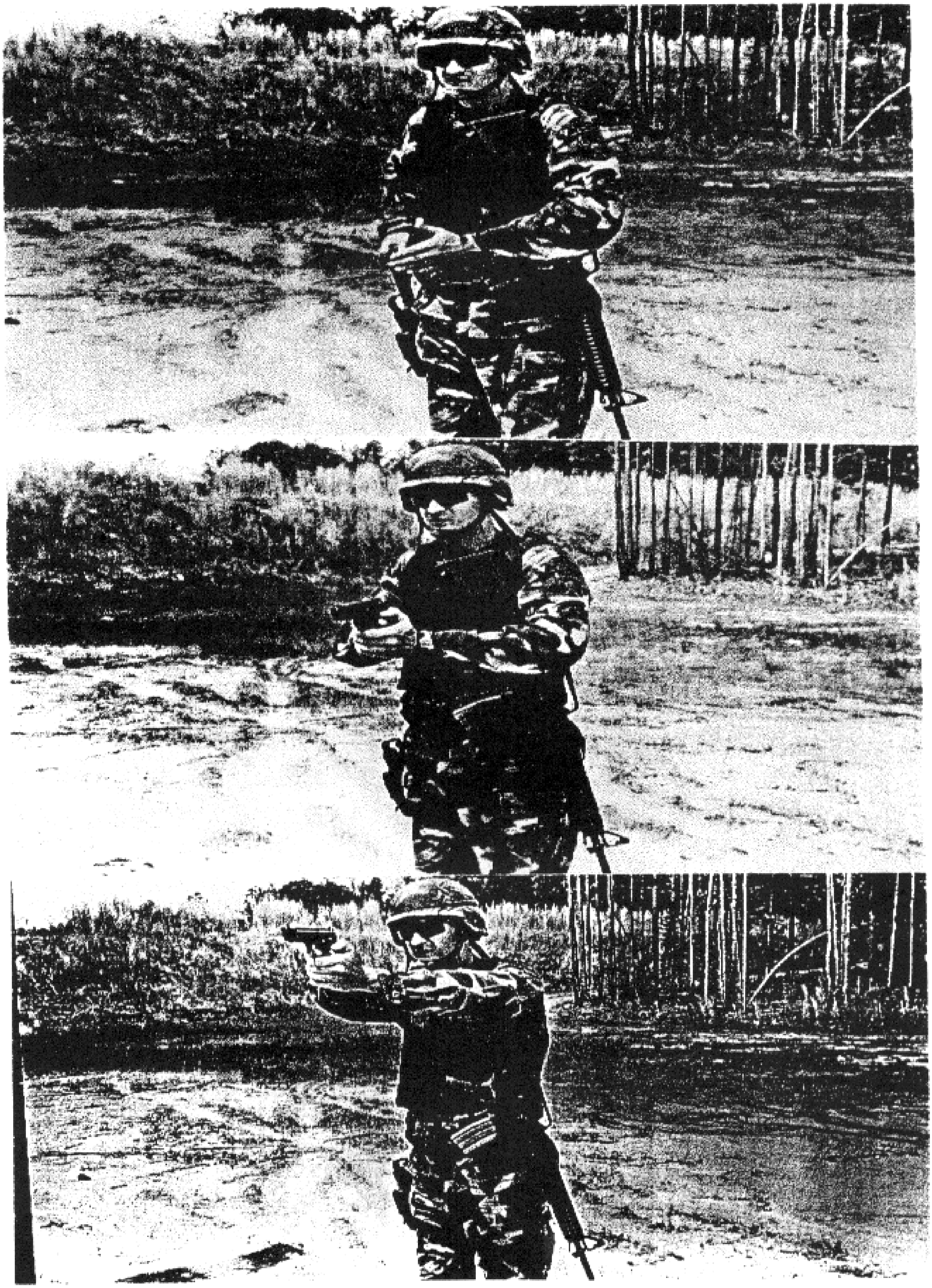


Figure 2-11. Weapons transition from the M16A2 to the M-9 pistol (continued).

g. Seventh Enabling Learning Objective. As a SOF member, conduct immediate action drills for the M16A2 and the M-9 Beretta.

(1) First teaching point. If you are equipped with a primary and a secondary weapon, your immediate action will be to transition to your secondary weapon.

(2) Second teaching point. An immediate action drill for any weapon for which you do not have a secondary weapon (i.e., you have already transitioned to your secondary weapon or do not carry a backup weapon) would be to apply the key word SPORTS. With the M16A2 begin by Slapping up on the magazine to ensure it is properly seated in the magazine well. Pull the charging handle to the rear and Observe the chamber to see if it is clear. Release the charging handle, and Tap the forward assist to ensure the bolt is seated. Reacquire your sights and the target and Squeeze the trigger.

(3) Third teaching point. With the M-9 pistol begin by Slapping up on the magazine to ensure it is properly seated. Then Pull the slide to the rear and Observe for a round ejecting from the weapon. (If the magazine was not seated originally, no round will be ejected.) Release the slide forward and reacquire your sights and the target and Squeeze the trigger. The Tap portion of SPORTS will rarely be needed with the pistol.

NOTE: This marksmanship program has been designed sequentially, so that new tasks are added each day. When reviewing the sessions you will notice for example, that in session #2 the task for the day incorporates the use of the M16A2 however, you begin the session shooting the M-9 pistol, which is not detailed in the task. The M-9 task is a follow-on from the training that was conducted in the prior session. If you are confused by the arrangement of a shooting session, look at the information in the prior session. That should answer any questions you have.

TIPS FOR THE TRAINER

Before the first round is fired, you must make a commitment to safety/range policy and unit SOP. An unsafe person on the range will carry his habits into the battlefield. If you observe one shooter acting unsafely, chances are other shooters are doing the same thing. Stop the drill and explain to everyone that unsafe acts will not be tolerated. It is your responsibility to correct deficiencies. An unsafe soldier will kill or injure another soldier. An example of an unsafe shooter would be a shooter who keeps his finger on the trigger at all times. Stop him the very first time he does this and train him to place his firing finger outside the trigger guard until he has actually committed himself to engaging a target.

Dry firing (firing with an unloaded weapon) develops and improves every element of shooting. Dry firing improves the shooter's ability to align his sights properly. It minimizes his arc of movement. It also develops precise and uniformly coordinated trigger control. Every marksmanship session should begin with 10 to 15 minutes of dry fire. In a era of less ammunition, dry fire is invaluable. No range is needed, and the equipment is organic to the team. STRESS DRY FIRE!

Begin the marksmanship training with slow aimed fire. This allows new shooters to concentrate on the fundamentals. Also, if you are trying to identify shooters with shooting problems, it will be easier to identify what the shooter is doing wrong, because most new shooters violate several fundamentals at the same time.

Front load all the double-action shooting into the first few sessions. Double-action shooting requires more training than single-action shooting. More time is needed to train trigger control and develop muscle memory when taking up trigger slack.

Focusing on the front sight is the most important fundamental prior to the shot breaking. New shooters will usually focus on the target; they want to sneak a peek at where the round hit. The eye can focus at only one distance at a time; that focus should be on the front sight. An excellent way to train soldiers to focus on the front sight is to dot the front sight with typewriter whiteout. Black out the rear sight. The white dot against an all black background should catch the attention of the shooter, and it is easier to concentrate on.

If you have a shooter who cannot keep pace with the session, pull him out and give him one-on-one instruction. Start with some ball and dummy drills. This will determine if he is jerking the trigger. It will also make his mistake more evident to the shooter. Place him on the 3 meter line if necessary to build up his self-confidence. Thirty minutes of personalized instruction will accomplish more for the shooter than four hours of training in which he is overwhelmed.

The shooting program must be flexible enough to change and progress according to the abilities of the shooters. If everyone is doing well at 10 meters, challenge them, move them back to 15 meters. This will require more concentration. If everyone is having trouble shooting at 10 meters, move them in closer to reinforce the fundamentals.

When a new exercise or technique is taught, shot groups will usually widen, because the students are concentrating on the new drill rather than the basics. Tell them to start off slow and concentrate on the basics. Remember, slow is smooth and smooth is fast. Don't forget to start the new exercise with dry fire.

The last exercise of the day should be one that everyone can do well. This ensures the shooters will have confidence in themselves for the next day's session. This will hold true especially for shooters having a bad day or those that feel they will never be able to shoot.

Weapons cleaning should also incorporate inspecting the weapon. The areas on the M-9 to check are the slide, the lower receiver, the locking block, and the trigger spring. On the M16A2 the bolt cracks most often, usually around the cam pin.

Shooting 3-inch dots requires more concentration than shooting 25-yard bull's-eyes at short distances. When a shooter has a larger target area, the tendency is to shoot a wider dispersion pattern. As proficiency increases, you should require more from the shooter. Use smaller targets or greater distances. A small white pastie in the center of a bull's-eye will give the shooter a more distinct target and may decrease the size of his shot groups.

When engaging multiple targets, most shooters will not remove the weapon from their face. They will get target fixation and move directly toward the targets, unaware of their surroundings. This is a dangerous habit that needs to be broken before the start of CQC. A weapon in the face obscures low targets and furniture on the floor. Stress the importance of dropping the barrel of the weapon 3 to 4 inches after the target has been engaged. This will allow the shooter to take a quick look at the area.

Man-on-man competition is one of the most effective methods of accelerating shooter development. Midway through the program incorporate some competitive shooting. Make sure all shooters participate in the match. This will induce the shooters to push their abilities and see where other shooters have developed. If you are shooting steel (i.e., pepper poppers or plates), remember these targets are designed to be shot by pistol and certain types of shotgun rounds. Do not engage a steel plate with 5.56-millimeter (mm) ammunition. It will penetrate completely through the plate and is a safety hazard.

In later sessions incorporate whistle drills. When shooting most drills, the individual will fire when he is ready. Use the whistle as the stimulus for the shooters. This forces the shooter to react more quickly. Like competition, whistle drills will accelerate shooter development.

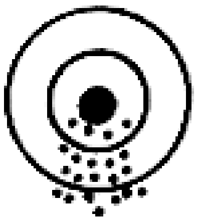
After the shooters have been introduced to magazine changes, it is a good idea to have the shooters fill each other's magazines'. In this way no individual will know exactly how many rounds are in the magazine; therefore, he will not be able to predict when the weapon will run dry.

It may not be advisable to conduct shooting and moving drills in wet weather. If the soil retains a lot of moisture, the shooters might slip while moving with a loaded weapon.

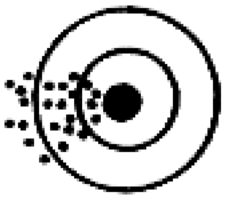
Anytime a shooting and moving drill is being conducted, the shooters should wear all their individual equipment, to include body armor. This will begin enforcing the skills necessary for CQC and develop muscle memory.

A range box should be kept on each range. The box should contain hammers, different sized nails, several staplers, staples, pasties, tape, different types of targets, spray paint, garbage bags, cleaning equipment, and counseling forms. Inspect the box after each range session, and you will not be caught short the next day.

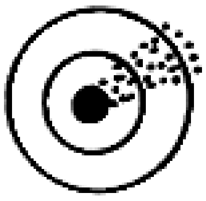
SHOOTING CHART FOR THE RIGHT-HANDED SHOOTER



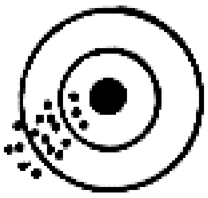
1. Relaxing too soon.
2. Not concentrating on the sight (front sight low).
3. Breaking the wrist down.
4. Not maintaining aim.



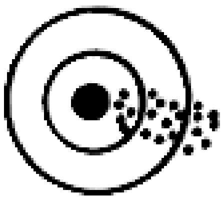
1. Slackening the elbow joint during firing.
2. Applying too much or too little finger to the trigger.



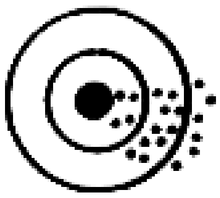
1. Applying pressure to the weapon with the ball of the hand during firing.
2. Applying strong thumb pressure.
3. Anticipating recoil.



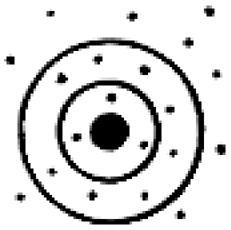
1. Jerking the trigger (snatching).
2. Canting the weapon to the left and allowing the barrel to drop.
3. Resting the forefinger against the shaft.
4. Not concentrating on the sights (front sight out of alignment to the left).



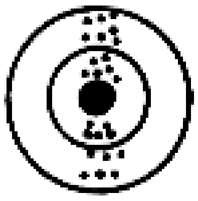
1. Squeezing the whole hand with the trigger pull.
2. Jerking the trigger (snatching).
3. Slackening the wrist during firing.



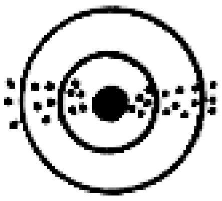
1. Applying too much thumb pressure on the weapon.
2. Not concentrating on the sight (front sight out of alignment to the right).



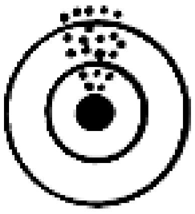
1. Stray shots caused in this way can land all in one direction or be scattered all over the target.
2. There is no specific error. All the prerequisites for a clean shot are lacking.



Moving body vertically.

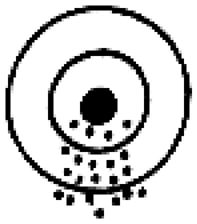


Moving body horizontally.

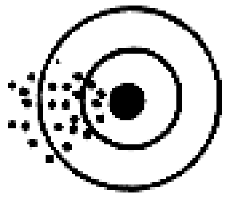


1. Pulling back on the weapon when firing.
2. Not concentrating on the sight (front sight high).
3. Breaking the wrist up.

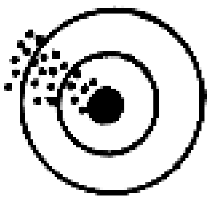
SHOOTING CHART FOR THE LEFT-HANDED SHOOTER



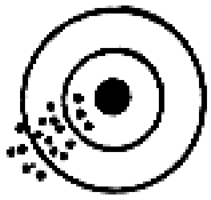
1. Relaxing too soon.
2. Not concentrating on the sight (front sight low).
3. Breaking the wrist down.
4. Not maintaining aim.



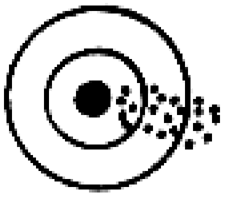
1. Applying too much thumb pressure on the weapon.
2. Not concentrating on the sight (front sight out of alignment to the left).



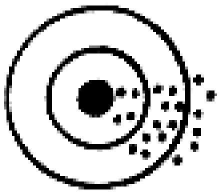
1. Applying pressure to the weapon with the ball of the hand during firing.
2. Applying strong thumb pressure.
3. Anticipating recoil.



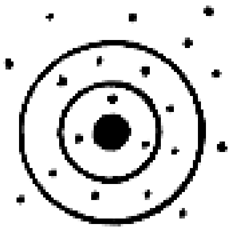
1. Squeezing the whole hand with the trigger pull.
2. Jerking the trigger (snatching).
3. Slackening the wrist during firing.



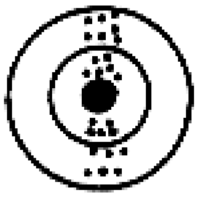
1. Jerking the trigger (snatching).
2. Canting the weapon to the left and allowing the barrel to drop.
3. Resting the forefinger against the shaft.
4. Not concentrating on the sights (front sight out of alignment to the right).



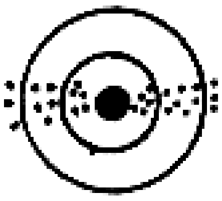
1. Slackening the elbow joint during firing.
2. Applying too much or too little finger to the trigger.



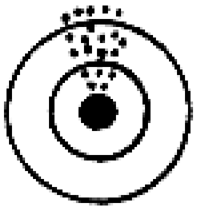
1. Stray shots caused in this way can land all in one direction or be scattered all over the target.
2. There is no specific error. All the prerequisites for a clean shot are lacking.



Moving body vertically.



Moving body horizontally.



1. Pulling back on the weapon when firing.
2. Not concentrating on the sight (front sight high).
3. Breaking the wrist up.

MARKSMANSHIP SESSIONS

SESSION 1

SLOW AIMED FIRE

SESSION OBJECTIVE: Introduction to slow aimed fire with the M-9 pistol.

DISCUSSION: When first learning how to shoot the M-9 pistol, the shooter needs to concentrate on the fundamentals. These fundamentals should be thought about individually and applied slowly in order to make sure that they are done correctly. Through repetition these fundamentals become a learned reflex, and the shooter no longer has to think about them individually. Since there are eight fundamentals and the shooter needs to make sure he is applying each one correctly, he starts off firing single shots. Since the probability that the first shot in an engagement will be a double-action shot and since double-action trigger control takes longer to master than single-action, the shooter should initially concentrate on shooting in double-action.

The two most common mistakes that a beginning shooter makes are not focusing on the front sight and applying improper trigger control. The ball and dummy drill is designed to identify improper trigger control. The coach should make sure that the shooter is using the proper stance and grip prior to the shooter presenting the weapon. During the presentation (the act of bringing the weapon on target and firing a round) the coach should concentrate on the shooter's weapon. If the shooter is applying improper trigger control, it will become apparent by any movement of the weapon during the pulling of the trigger and the falling of the hammer.

TASK: From position #3 engage a single stationary target from 5 to 15 meters with the M-9 pistol.

CONDITIONS: Given a range with measured distances of 5, 7, and 15 meters during daylight hours, E-type silhouettes, 25-yard pistol targets, 3-inch dot overlays, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: Acquire the proper stance and grip, ensuring proper sight picture and sight alignment. From 15 meters place each round within the 9 ring of the 25-yard pistol target, and from 5 and 7 meters place each round within the 3-inch dot.

SEQUENCE OF EVENTS:

Dry Fire: Stance, grip, sight picture from position #3.

Live Fire: 5 meters, from position #3, double-action, 3-inch dot overlay, ball/dummy, 5 rounds, M-9.

Live Fire: 5 meters, from position #3, single shot, double-action, 3-inch dot overlay, four 10-round magazines, M-9.

Live Fire: 7 meters, from position #3, single shot, double-action, ball/dummy, 5 rounds, M-9.

Live Fire: 7 meters, from position #3, single shot, double-action, 3-inch dot overlay, four 10-round magazines, M-9.

Live Fire: 7 meters, from position #3, single shot, double-action, 3-inch dot overlay, four 10-round magazines, M-9.

Live Fire: 15 meters, from position #3, single shot, double-action, 25-yard pistol target, four 10-round magazines, M-9.

Live Fire: 15 meters, from position #3, single shot, double-action, 25-yard pistol target, ball/dummy, five rounds, M-9.

Live Fire: 15 meters, from position #3, single shot, double-action, 25-yard pistol target, four 10-round magazines, M-9.

SUPPORT REQUIREMENTS:
215 rounds of 9-mm per individual
E-type silhouettes, one per individual
25-yard pistol targets, three per individual
3-inch dot overlays, three per individual

BALL AND DUMMY DRILL

The ball and dummy drill (BADD) is used to help shooters learn trigger control. The shooter fires a weapon that has been loaded with a dummy round (or no round). Because there is no recoil, his shooting errors can easily be seen. The most common error seen during the BADD is jerking or snatching the trigger.

The BADD is conducted in the following manner: (Instructors will demonstrate).

1. Shooters will break down into two firing orders. One order will be the shooter; the other order will become the coach.

2. The shooter will cover down on his target, clear his pistol downrange, and pass the pistol over his shoulder with the slide locked to the rear and the weapon on safe. (Ensure the shooter does not point the muzzle of the weapon at the coach when the weapon is passed back.) With his free hand the shooter will also pass back one magazine.

3. The coach will take the weapon and then take one step left or right, ensuring that he is not behind the shooter. He will take a ball magazine (one round) or a dummy magazine (no rounds) and load the shooter's weapon. He will ensure the weapon is on "safe". He will then let the slide go forward with the weapon pointed downrange. He will then place the weapon in the shooter's holster. The shooter will take the weapon, acquire a proper stance and grip, and from position #3 engage the target. After the shot (ball round) or no shot (dummy round) the shooter will clear the weapon and pass it to the coach as described in Step 2, starting the drill over again.

4. As the shooter engages the target, the coach will watch the weapon in order to spot any errors when the hammer falls. The coach should not give the shooter more than two dummy rounds in a row before giving a live round (i.e., he should mix the rounds up, but not "dummy" the shooter too many times).

5. When shooting a single-action BADD, the shooter will cock the hammer when he has the weapon in position #3. THE WEAPON WILL NEVER BE PASSED WHEN IT IS COCKED OR WHEN THE SAFETY IS OFF.

SESSION 2

SLOW AIMED FIRE

SESSION OBJECTIVE: Introduction of slow aimed fire with the M16A2.

DISCUSSION: Normal military marksmanship training does not focus on shooting while standing. Therefore, this session concentrates on the basics: stance, grip, sight alignment/picture, breathing, trigger control, follow-through, and recovery. During CQC the shooter must be able to fire from the standing position. However, the standing position is the most unstable position to shoot from. While this does not pose a problem at CQC distances, the shooter may have to at times take a shot in excess of 40 meters. At distances greater than 40 meters a more stable position must be used to assure a killing shot. The kneeling position is used because it is more stable than the standing position and it is quicker to get into and out of than the prone position.

TASK: From the ready position engage single stationary targets from 10 to 50 meters with an M16A2.

CONDITIONS: Given a range with measured distances of from 10 to 50 meters during daylight hours, E-type silhouettes, 25-yard pistol targets, 3-inch dot overlays, and an M16A2 with magazines.

STANDARDS: Acquire the proper stance, ensuring proper sight picture/alignment, trigger control, and breath control, and place all rounds within the 8 ring of a 25-yard pistol target.

Use the following steps to move from the standing position to the kneeling position with the M16A2.

Step 1: Take one step forward with the nonfiring foot and come down on the firing side knee as the main support.

Step 2: Vertically place the firing foot under the buttocks. Rest the body weight on the heel and toes.

Step 3: Brace the tricep of the nonfiring arm on the knee and bring the weapon on target.

SEQUENCE OF EVENTS:

Live Fire:	7 meters, from position #3, single shot, double-action, 3-inch dot overlay, ball/dummy, five rounds, M-9.

Live Fire: 7 meters, from position #3, single shot, double-action, 3-inch dot overlay, four 10-round magazines, M-9.

Live Fire: 10 meters, from position #3, single shot, double-action, 3-inch dot overlay, four 10-round magazines, M-9.

Live Fire: 10 meters, from the ready position, single shot, 3-inch dot overlay, two 10-round magazines, M16A2.

Live Fire: 15 meters, from the ready position, single shot, 25-yard pistol target, two 10-round magazines, M16A2.

Live Fire: 25 meters, from the ready position, single shot, 25-yard pistol target, two 10-round magazines, M16A2.

Live Fire: 25 meters, from the ready position, single shot, 25-yard pistol target, two 10-round magazines, M16A2.

Live Fire: 50 meters, from the ready position, single shot, 25-yard pistol target, two 10-round magazines, M16A2.

Live Fire: 50 meters, from the ready position, single shot, 25-yard pistol target, one 20-round magazine, M16A2.

SUPPORT REQUIREMENTS:
85 rounds of 9-mm per individual
120 rounds of 5.56-mm per individual
E-type silhouettes, one per individual
25-yard pistol targets, five per individual
3-inch dot overlays, three per individual

SESSION 3

DRAWING FROM THE HOLSTER WITH THE M-9

SESSION OBJECTIVE: Introduction to position #1 with the M-9 pistol. Introduction to controlled pairs with the M16A2.

DISCUSSION: Once the basics have been mastered, drawing from the holster should be introduced. As with anything new, the shooter should start slow and work on proper technique. Shot groups will generally open up because the shooter is concentrating more on the draw than on the basics. The most common mistake the shooter will make is to go too fast.

TASK: Draw the M-9 pistol from the holster and engage a single stationary target from 7 to 10 meters.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, 25-yard pistol targets, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: By the numbers, correctly bring the weapon on target and place one round within the 8 ring of a 25-yard pistol target within 2 seconds from 7 meters or 2.5 seconds from 10 meters.

SEQUENCE OF EVENTS:

Live Fire: 7 meters, from position #3, single shot, double-action, 3-inch dots overlay, four 10-round magazines, M-9.

Live Fire: 7 meters, from position #3, single shot, double-action, 25-yard pistol target, four 10-round magazines, M-9.

Live Fire: 7 meters, from position #3, single shot, double-action, 25-yard pistol target, four 15-round magazines, M-9.

Lecture/demonstration on position #1.

Dry Fire: 7 meters, from position #1.

Live Fire: 7 meters, from position #1, single shot, double-action, 3-inch dot overlay, four 15-round magazines, M-9.

Live Fire:	7 meters, from position #1, single shot, double-action, 3-inch dot overlay, four 15-round magazines, M-9.
Live Fire:	10 meters, from position #1, single shot, double-action, 3-inch dot overlay, four 15-round magazines, M-9.

Lecture/demonstration on controlled pairs.

Live Fire:	10 meters, from the ready position, controlled pairs, 6-inch dot overlay, four 20-round magazines, M16A2.

SUPPORT REQUIREMENTS:
320 rounds of 9-mm per individual
80 rounds of 5.56-mm per individual
E-type silhouettes, one per individual
25-yard pistol targets, two per individual
3-inch dot overlays, three per individual
6-inch dot overlays, one per individual

SESSION 4

CONTROLLED PAIRS

SESSION OBJECTIVE: Introduction to controlled pairs with the M-9 pistol.

DISCUSSION: When engaging a target, in order to assure a kill, multiple shots must be placed into the kill zone. Based on limited-time multiple-target scenarios, double taps are the preferred engagement technique. As a stepping stone from teaching the basics (slow aimed fire, single shot, and double-action) to double taps, controlled pairs are introduced. Follow-through and recovery as well as two distinct sight pictures are stressed. As a prerequisite, transition from double-action shooting to single-action shooting must be taught. Trigger pull is accelerated, but not to the point where it is jerked. During the entire process the trigger finger should never lose contact with the trigger. Shot groups should be extremely tight. When mastered, controlled pairs can be shot fairly fast and should be the preferred engagement technique when shooting percentage shots.

TASK #1: From position #1 place a controlled pair on a single target with the M-9 pistol.

CONDITIONS: Given a range with a measured distance of 10 meters, during daylight hours, E-type silhouettes, 50-yard pistol targets, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: Draw the M-9 pistol from the holster and engage a single target with a controlled pair, placing each round within the 9 ring of a 50-yard pistol target.

TASK #2: From the kneeling position place a controlled pair on a single target with the M16A2.

CONDITIONS: Given a range with a measured distance of 25 meters during daylight hours, E-type silhouettes, 50-yard pistol targets, and an M16A2 with magazines.

STANDARDS: Starting from the ready position, go to the kneeling position and engage a single target with a controlled pair, placing each round within the 9 ring of a 50-yard target.

SEQUENCE OF EVENTS:

Live Fire: 7 meters from position #1, single shot, double-action, 3-inch dot overlay, four 10-round magazines, M-9.

Lecture/demonstration on transition from double-action to single-action.

Dry Fire: Single-action.

Live Fire: 7 meters, from position #1, single shot, single-action, 3-inch dot overlay, four 10-round magazines, M-9.

Lecture/demonstration on controlled pairs, follow-through, and recovery.

Live Fire: 7 meters, from position #1, controlled pairs, 3-inch dot overlay, four 15-round magazines, M-9.

Live Fire: 7 meters, from position #1, controlled pairs, 3-inch dot overlay, four 15-round magazines, M-9.

Live Fire: 10 meters, from position #1, controlled pairs, 50-yard pistol target, four 15-round magazines, M-9.

Live Fire: 7 meters, from the ready position, controlled pairs, 50-yard pistol target, one 30-round magazine, M16A2.

Live Fire: 15 meters, from the ready position, controlled pairs, kneeling, 50-yard pistol target, one 30-round magazine, M16A2.

Live Fire: 25 meters, from the ready position, controlled pairs, kneeling, 50-yard pistol target, one 30-round magazine, M16A2.

SUPPORT REQUIREMENTS:
260 rounds of 9-mm per individual
90 rounds of 5.56-mm per individual
E-type silhouettes, one per individual
50-yard pistol targets, four per individual
3-inch dot overlays, two per individual

CONTROLLED PAIRS. A controlled pair is nothing more than two well-aimed shots. The first round should be shot using a sighting technique that will ensure an accurate shot. Rapid aimed fire should be the fastest technique possible using both sights. (A flash sight picture is too inaccurate to be used in a controlled pair.) The second shot should break as soon as the gun has settled enough to reacquire both sights and reacquire the same point of aim.

RHYTHM DRILL. The purpose of the rnythm drill is to develop a smooth rhythm, speed, accuracy, and the proper follow-through and recovery. The shooter will shoot a string of five shots, starting from position #3. The first shot will be double-action and the four follow-on shots will be single-action. After follow-through on the fifth shot the shooter will return to position #3 and get ready for the next string. The shooter must start at a very slow speed, ensuring proper follow-through and recovery between shots. Accuracy is the first priority; speed will come with practice.

DOUBLE TAP. The reason for the double tap is twofold. First, with two rounds the probability of a kill on a target is greatly increased. Second, no matter how well you shoot, you can always miss a target with one shot. The term "double tap" refers to placing two rounds consecutively on the target. To do this, you must achieve a flash sight picture and fire the first round. Control the recoil, but don't fight it. Confirm a second flash sight picture and fire. **NOTE:** After the first shot you must release the pressure on the trigger and then reapply pressure, taking up the slack, or the trigger will not complete cycling.

TARGET INDEXING. When engaging multiple targets, you must learn to index from target to target. The term "indexing" simply means transitioning the weapon from target to target. To aid in indexing, you must use the recoil of the weapon to help move the weapon from one target to another. Also, you must avoid target fixation (i.e., looking at the target for a reaction). Instead, you must double tap the target and index to the next target without any hesitation.

SESSION 5

MAGAZINE CHANGE - M-9

AIMED-QUICK KILL

MULTIPLE TARGET INDEXING

SESSION OBJECTIVE: Introduction to magazine changes with the M-9 pistol. Introduction to aimed-quick kill with the M16A2. Introduction to multiple target indexing with the M16A2.

DISCUSSION: Up until this point the shooter has been making controlled magazine changes. We will now learn to make speed magazine changes. On a speed reload the shooter should remain focused downrange. When the slide locks to the rear, the shooter should react without having to think about it. In one fluid motion the shooter drops the empty magazine and simultaneously grabs a new one. He then inserts the new magazine. This should be done slowly at first to assure proper technique, then the speed can gradually be increased. The shooter should never slam the new magazine into the weapon in an attempt to release the slide. This technique invariably leads to a jammed magazine.

As the slow aimed fire and rapid aimed fire shooting techniques are mastered, speed will come naturally. However, there will come a time when the shooter is unable to increase his speed any further because of the limitations of the techniques he is using. At this time a new technique will be introduced: aimed-quick kill. This is a faster technique than slow aimed fire and rapid aimed fire because the shooter does not have to take time to look through the rear sight to acquire the front sight. However, aimed-quick kill can be used only with a peep rear sight. The shooter must still apply all the basics, or his shot groups will open up. He also has to realize that his point of aim will not be his point of impact because he is looking over the rear sight. His shot group will be higher; how much higher will be determined by how high the front sight is over the rear sight. A common error shooters make is not having confidence in the aimed-quick kill technique and therefore not realizing the full potential of the technique. They still take up valuable time trying to acquire that "perfect sight picture."

Up until this point the shooter has been engaging single targets only. We will now learn to engage multiple targets. Multiple targets can be engaged in one of two ways. The first is to identify each target individually. After the target has been identified as a threat, it is then engaged. This technique is used for targets that are far apart. The second way to engage multiple targets is to identify targets that are close to each other at the same time and engage them as one target. The shooter, instead of recovering on the target after the second shot, recovers on the next target without reidentifying it. This is known as target indexing.

TASK #1: From position #1 engage multiple targets with the M-9 pistol incorporating a magazine change.

CONDITIONS: Given a range with a measured distance of 7 meters during daylight hours, E-type silhouettes, 3-inch dot overlays, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: Draw the M-9 pistol from the holster and engage multiple targets with controlled pairs while incorporating a magazine change, placing each round within a 3-inch dot.

TASK #2: From the ready position engage multiple targets with the M16A2 using the aimed-quick kill technique.

CONDITIONS: Given a range with a measured distance of up to 15 meters during daylight hours, E-type silhouettes, 25-yard pistol targets, and an M16A2 with magazines.

STANDARDS: Double tap each target, placing each round within the 8 ring.

TASK #3: Engage multiple targets with the M16A2.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, target overlays, and an M16A2 with magazines.

STANDARDS: Double tap each target, placing all rounds within the kill zone.

SEQUENCE OF EVENTS:

Live Fire: 10 meters, from position #1, controlled pairs, 3-inch dot overlay, four 10-round magazines, M-9.

Lecture/demonstration on rapid aimed fire.

Live Fire: 7 meters, from position #1, controlled pairs, 3-inch dot overlay, rapid aimed fire, four 15-round magazines, M-9.

Lecture/demonstration on magazine changes/immediate action drills/immediate action drills kneeling.

Dry Fire: Magazine change.

Live Fire: 7 meters, from position #1, controlled pairs, 3-inch dot overlay, M-9 magazines, 30 loose rounds, partner loads weapon with zero to three rounds, M-9.

Lecture/demonstration on aimed-quick kill.

Live Fire: 10 meters, from the ready position, single shot, aimed-quick kill, top 25-yard pistol target, one 30-round magazine, M16A2.

Live Fire: 15 meters, from the ready position, single shot, aimed-quick kill, bottom 25-yard pistol target, one 30-round magazine, M16A2.

Lecture/demonstration on double taps.

Live Fire: 7 meters, from the ready position, double tap, top 25-yard pistol target, one 30-round magazine, M16A2.

Live Fire: 7 meters, from the ready position, double tap, bottom 25-yard pistol target, one 30-round magazine, M16A2.

Lecture/demonstration on multiple target indexing.

Live Fire: 7 and 10 meters, from the ready position, double tap, overlays, four 30-round magazines, M16A2.

SUPPORT REQUIREMENTS:

130 rounds of 9-mm per individual
240 rounds of 5.56-mm per individual
E-type silhouettes, two per individual
25-yard pistol targets, four per individual
3-inch dot overlays, two per individual
Target overlays, two per individual

SESSION 6

DOUBLE TAP WITH THE M-9 PISTOL

WEAPONS TRANSITION

SESSION OBJECTIVE: Introduction to double taps. Introduction to weapons transition.

DISCUSSION: A double tap is the most difficult engagement technique to do correctly. The shooter has to master the basic fundamentals and gradually work up to double tapping. The concept of the double tap is to place two sighted rounds in the kill zone as quickly as possible (not to fire two quick rounds, hoping that one will land in the kill zone). This requires a lot of discipline to be done properly. Therefore, double taps are introduced during the last session before the session on shooting while moving.

Weapons transition is the transition from the primary weapon to the backup weapon. All the techniques and fundamentals for the primary and the backup weapon apply in a weapons transition. The shooter must shoot quickly and accurately with his primary weapon, make a smooth transition to the backup weapon, then fire quickly and accurately with the backup weapon. The hardest part of a weapons transition is the last part. The shooter will tend to rush the first couple of shots with the backup weapon and not apply the fundamentals. When learning how to make a weapons transition, the shooter must go slow and be smooth, applying all the fundamentals for the backup weapon.

TASK #1: From position #1 double tap multiple targets with the M-9 pistol.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, target overlays, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: Draw the M-9 pistol from the holster and double tap each target, placing each round in the kill zone.

TASK #2: From the ready position engage multiple targets and execute a weapons transition.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, target overlays, an M16A2 with magazines, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: From the ready position double tap one target at 10 meters with the M16A2, then transition to the M-9 pistol and double tap the remaining target, placing all rounds in the kill zone.

SEQUENCE OF EVENTS:

Lecture/demonstration on rhythm drill.

Live Fire: 7 meters, from position #3, rhythm drill, 3-inch dot overlay, four 15-round magazines, M-9.

Live Fire: 7 meters, from position #3, rhythm drill, 3-inch dot overlay, four 15-round magazines, M-9.

Lecture/demonstration on double tapping.

Live Fire: 7 meters, from position #1, double tap, 3-inch dot overlay, four 15-round magazines, M-9.

Live Fire: 7 meters, from position #1, double tap, 3-inch dot overlay, four 15-round magazines, M-9.

Lecture/demonstration on moving with the M-9.

Live Fire: 7 meters, from position #1, single shot/double tap while moving, target overlay, four 15-round magazines (two single shot, two double tap), M-9.

Lecture/demonstration on multiple target indexing with the M-9.

Live Fire: 7 and 10 meters, from position #1, double tap, target overlays, four 15-round magazines, M-9.

Live Fire: 7 and 10 meters, from position #1, double tap, target overlays, four 15-round magazines, M-9.

Lecture/demonstration on weapons transition.

Live Fire: 7 and 10 meters, from the ready position, double tap, target overlays, weapons transition, two 30-round magazines of 5.56-mm, M16A2, four 15-round magazines of 9-mm and an M-9.

Live Fire: 7 and 10 meters, from the ready position, double tap, target overlays, weapons transition, two 30-round magazines of 5.56-mm, M16A2, four 15-round magazines of 9-mm and an M-9.

SUPPORT REQUIREMENTS:
540 rounds of 9-mm per individual
120 rounds of 5.56-mm per individual
E-type silhouettes, two per individual
3-inch target overlays, two per individual
Target overlays, ten per individual

SESSION 7

SHOOTING WHILE MOVING

TARGET ACQUISITION

SESSION OBJECTIVE: Introduction to shooting while moving. Introduction to target discrimination.

DISCUSSION: Shooting while moving is the end goal of the marksmanship training. The shooter has to be able to shoot quickly and accurately standing still before he can attempt to shoot while moving. He must be able to reduce the bounce of his upper torso, or he will never be able to get a sight picture. He does this by overexaggerating the flex in his knees. To start off, the shooter fires one shot at a given distance. This allows him to become comfortable firing with the technique. Once he is comfortable firing one shot, he begins double tapping at a given distance.

Target discrimination is broken down into three steps. The shooter perceives a target. He recognizes whether or not the target is a threat. If the target is a threat, he acquires it. Many friendly targets are engaged during CQC. Engaging friendly targets is the result of one of two things. First, the shooter acquires the target at the same time he is identifying it. This is evident if the shooter only fires once at the target. Second, the shooter is not discriminating between hostile and friendly targets. This is evident if the shooter doesn't realize he has engaged a friendly target until this fact is pointed out to him. The perception, recognition, acquisition (PRA) drill is designed to force the shooter to identify the target before he presents the weapon, thereby assuring proper discrimination.

TASK #1: Engage multiple targets from 7 to 15 meters with the M16A2 and the M-9 pistol while moving forward.

CONDITIONS: Given a range with measured distances of 7 to 15 meters during daylight hours, E-type silhouettes, 50-yard pistol targets, a steel plate range, an M16A2 with magazines, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: While moving forward, engage multiple targets, placing each round within the 8 ring with the M16A2 or dropping the falling plate with the M-9 pistol.

TASK #2: Engage targets from 7 to 10 meters with the M16A2 and the M-9 pistol while conducting a 90-degree facing movement.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, numbered overlays, an M16A2 with magazines, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: While conducting a 90-degree left or right turn, properly perceive, recognize, and acquire a target, placing each round of a double tap within the kill zone.

1. Move at a careful hurry, which means moving as fast as you can while still being able to put all shots in the kill zone. Move at a steady pace; do not slow down or stop in order to take the shots. The movement is best described as a steady, fluid motion. The new shooter should start with a walking pace.

2. Make magazine changes on the M-9 pistol automatically without stopping or slowing down.

Shooters must wear long-sleeved jackets and body armor.

SEQUENCE OF EVENTS:

Shooting with the M16A2 while moving.

Lecture/demonstration on moving with the M16A2.

Live Fire: 7 meters, from the ready position, single shot, moving, 50-yard pistol target, one 20-round magazine, M16A2, from the left engage one target each time (a string of five targets will be used in this exercise).

Live Fire: 10 meters, from the ready position, single shot, moving, 50-yard pistol target, one 20 round magazine, M16A2, from the left engage one target each time.

Live Fire: 10 meters, from the ready position, double tap, moving, 50-yard pistol target, one 30 round magazine, M16A2, from the left engage one target each time.

Live Fire: From the 15-meter line, using the ready position, double tap while moving, 50-yard pistol target, one 30-round magazine, M16A2 from the left engage all targets.

Shooting with the M-9 while moving.

Live Fire: 7 meters, from the ready position, single shot, stepping, plates, one 15-round magazine, M-9.

Live Fire: 10 meters, from the ready position, single shot, stepping, plates, one 15-round magazine, M-9.

Live Fire: 15 meters, from the ready position, single shot, stepping, plates, one 15-round magazine, M-9.

Live Fire: From the 15-meter line, from the ready position, shooting while moving, plates, one 15-round magazine, M-9.

Live Fire: From the 20-meter line, from the ready position, shooting while moving, plates, two 15-round magazines, M-9.

PRA drill with the M16A2/M-9.

Lecture/demonstration on the PRA drill with the M16A2/M-9.

Dry Fire: PRA drill.

Live Fire: 10 meters, from the ready position, double tap, numbered overlays, one 20-round magazine to the left, and one 20-round magazine to the right with the M16A2, one 15-round magazine to the left and one 15-round magazine to the right with the M-9 pistol.

Live Fire: 10 meters, from the ready position, double tap, numbered overlays, two 30-round magazines to the left, and two 30-round magazines to the right with the M16A2, two 15-round magazines to the left and two 15-round magazines to the right with the M-9 pistol.

SUPPORT REQUIREMENTS:
180 rounds of 9-mm per individual
240 rounds of 5.56-mm per individual
E-type silhouettes, five per individual
50-yard pistol targets, five per individual
Numbered overlays, four per individual

SESSION 8

SHOOTING WHILE MOVING

SESSION OBJECTIVE: Culmination of skills while moving.

DISCUSSION: Session 8 encompasses every skill that the shooter has learned, including double tapping multiple targets discriminatively with the primary weapon and the backup weapon and conducting a magazine change, all while moving.

TASK: Engage multiple targets from 3 to 7 meters while moving left, right, and forward with the M16A2 and the M-9 pistol.

CONDITIONS: Given a range with measured distances of 3, 5, and 7 meters during daylight hours, E-type silhouettes, target overlays, an M16A2 with magazines and an M-9 pistol with belt, holster, and two magazines.

STANDARDS: While moving left, right, or forward without stopping, place two rounds in the kill zone of each target.

SEQUENCE OF EVENTS:

Shooting with the M16A2 and the M-9 pistol while moving left and forward.

Live Fire: From the ready position, shooting while moving, one 16-round magazine of 5.56-mm, M16A2, and eight hostile overlays.

Live Fire: From the ready position, shooting while moving, one 8-round magazine of 5.56-mm, M16A2, two 4-round magazines of 9-mm, M-9, and eight hostile overlays.

Shooting with the M16A2 and the M-9 pistol while moving right and forward.

Live Fire: From the ready position, shooting while moving, one 16-round magazine of 5.56-mm, M16A2, and eight hostile overlays.

Live Fire: From the ready position, shooting while moving, one 8-round magazine of 5.56-mm, M16A2, two 4-round magazines of 9-mm, M-9, and eight hostile overlays.

Critical Task Evaluation (CTE). (See Chapter 3.)

SUPPORT REQUIREMENTS:
CTE ammunition is not listed.
16 rounds of 9-mm per individual
48 rounds of 5.56-mm per individual
E-type silhouettes, 32 each
Hostile overlays, 16 each
Friendly overlays, 16 each
Pro-timers, two each

SESSION 9

SHOOTING FROM BEHIND COVER

SESSION OBJECTIVE: Introduction to shooting from behind cover and moving.

DISCUSSION: Session 9 reinforces the basic skills learned in the eight prior sessions while shooting from behind cover. Session 9 discusses the tactical use of cover while shooting and gives detailed instruction on the different positions in which to engage targets.

TASK: Engage targets from 7 to 10 meters with the M16A2 and the M-9 pistol while behind cover.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, target overlays, an M16A2 with magazines, and an M-9 pistol with belt, holster, and two magazines.

STANDARDS: While behind cover, properly utilize the cover for minimum exposure and place two rounds in the kill zone of each target.

1. Engaging multiple targets from the prone and kneeling firing positions.

a. Use the following steps to move from the standing firing position to the prone firing position using the M-9 pistol.

Step 1: Drop to both knees.

Step 2: Place the nonfiring hand to your front to break the fall.

Step 3: Slide the weapon forward and roll slightly on the firing side with the legs at a 30-degree angle.

Step 4: Extend and lock the arms and place your head on the shoulder of the firing side.

b. Use the following steps to move to the kneeling firing position with the M-9 pistol.

Step 1: Take one step forward with the nonfiring foot and come down on the firing side knee as the main support.

Step 2: Vertically place the firing foot under the buttocks. Rest the body weight on the heel and toes.

Step 3: Brace the tricep of the nonfiring arm on the knee and come up on target.

2. Engaging targets from behind cover.

a. Never expose more of your body than is necessary to take your shot.

b. Always be ready to take your shot before coming out from behind cover.

c. When shooting alongside cover, do not obstruct the ejection port of the weapon.

d. Never extend the weapon beyond your cover.

e. When firing from behind cover, ensure that the muzzle is clear of the cover (don't shoot through the cover).

f. If you use the cover as a support, place your nonfiring hand between the cover and the weapon.

SEQUENCE OF EVENTS:

Lecture/demonstration on low wall prone, low wall over, and high wall.

Station 1: Low wall prone.
Double tap, multiple overlay targets,
one 12-round magazine, 9-mm, left,
one 12-round magazine, 9-mm, right,
one 12-round magazine, 5.56-mm, left,
one 12-round magazine, 5.56-mm, right.

Station 2: Low wall over,
Double tap, single overlay target,
one 14-round magazine, 9-mm,
one 20-round magazine, 5.56-mm.

Station 3: High wall,
Double tap, multiple overlay targets,
one 12-round magazine, 9-mm, left,
one 12-round magazine, 9-mm, right,
one 12-round magazine, 5.56-mm, left,
one 12-round magazine, 5.56-mm, right.

Station 4: High wall, team
Double tap, multiple overlay targets,
one 12-round magazine, 9-mm, left,
one 12-round magazine, 9-mm, right,
one 12-round magazine, 5.56-mm, left,
one 12-round magazine, 5.56-mm, right.

SUPPORT REQUIREMENTS:
86 rounds of 9-mm per individual
92 rounds of 5.56-mm per individual
E-type silhouettes, 26 each
Target overlays, 78 each
Pro-Timers

SHOOTING FROM BEHIND COVER

There are two ways of shooting from behind cover: over it or around it. The preferred technique is to shoot over it. Shooting over cover offers a wider arc of coverage and provides a more stable base if the cover is used as a platform for the weapon. In addition, it doesn't matter whether the shooter is left-handed or right-handed.

SHOOTING OVER COVER (vehicles or a medium to low wall). The shooter should assume a squatting position behind the cover. For lower cover he may have to assume a kneeling position so as not to expose himself. Weapons should be presented and ready to shoot. As the shooter comes up from behind the cover, he should expose only enough of himself to make the shot. When shooting over cover, the shooter may use the cover as a shooting platform, provided the weapon does not extend beyond the cover. When using this technique, the shooter should never rest the weapon directly on a hard cover. He should place some type of padding (e.g., the non-firing hand) between the weapon and the cover.

SHOOTING AROUND COVER (standing, kneeling, and prone positions). As in shooting over cover, the shooter should set up as close to the cover as possible when the weapon is mounted in a firing position. This will expose less of his body to multiple targets as he comes around the cover. He should shoot the weapon from the lead side (i.e., right-handed going right or left-handed going left) so as to expose less of the body. If the shooter is not experienced in weak-hand shooting, he should employ a lean technique when going to the weak side. When standing or kneeling, the shooter takes a short, quick step out, just far enough to engage the farthest outside target, and then arcs inward, engaging targets as they appear. The technique from the prone position is similar, except that instead of stepping out with the foot, the shooter moves his outside elbow and then rolls to complete his arc.

SESSION 10

SHOOTING FROM BEHIND COVER

SESSION: Shooting from behind cover and moving.

DISCUSSION: Session 10 reinforces the tactics and techniques learned in Session 9. During this session the shooters will run the entire barricade course individually, applying all shooting fundamentals while moving and engaging targets. The course has been set up to include several magazine changes, a weapons transition, target prioritization, and target discrimination.

TASK: Engage multiple targets while moving in and out of cover with the M16A2 and the M-9 pistol.

CONDITIONS: Given a range with measured distances of 3 to 15 meters during daylight hours, E-type silhouettes, target overlays, an M16A2 with magazines, an M-9 pistol with belt, holster, and four magazines, and body armor.

STANDARDS: Move in and out of cover, engaging multiple targets. Place two rounds in the kill zone of each hostile target.

SEQUENCE OF EVENTS:

Live Fire: M-9 pistol, starting from position #1, double tap, multiple targets, 34 rounds of 9-mm, 17 hostile targets.

Live Fire: M16A2, starting from the ready position, double tap, multiple targets, 34 rounds of 5.56-mm, 17 hostile targets.

SUPPORT REQUIREMENTS:
34 rounds of 9-mm per individual
34 rounds of 5.56-mm per individual
E-type silhouettes, 20 per range
Hostile overlays
Friendly overlays

CHAPTER 3

CRITICAL TASK EVALUATION

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INTRODUCTION

It is critical to conduct a shooting evaluation to determine whether an individual has the skills and confidence required for CQC. Allowing an individual with poor shooting abilities to participate in a live-fire exercise does injustice to the individual and to the rest of the assault team. With the split-second decisions that must be made, there is no time to worry about the ability of the individual behind you. The one discriminator during any evaluation is stress. It is not uncommon for an individual to be an excellent shooter when he is engaging targets that do not test his abilities; however, when this same individual is put into an environment where he must perform within specified standards, he will frequently lose his composure and forget what he has been trained to do. Anyone who has performed a jumpmaster personnel inspection (JMPI) during the jumpmaster course understands that when an individual is under time constraints, he may visually see and touch a major gig, but fail to identify it. This type of stress is not uncommon during live-fire CQC. Assault team members will, at times, conduct themselves in an unsafe manner and not realize it until after they have been told of their act. No examination can totally prevent an unsafe shooter from entering CQC, but the marksmanship program included in this special text will give you an indication of shooters who do not possess the capability for engaging in CQC and those who must be closely watched.

The critical task evaluation chapter of this special text has been organized as follows:

a. Critical Tasks from the Marksmanship Program. This includes a quick review of all the critical tasks included in the 10 marksmanship sessions.

b. **Example Critical Tasks.** These examples will give you an idea of how the standards can be written.

c. **Ideas for Testing the Shooters.** This section will provide you with a sensible way to develop standards for the evaluation, tips on conducting the evaluation, and other important ideas.

CRITICAL TASKS FROM THE MARKSMANSHIP PROGRAM

TASK #1: From position #3 engage a single stationary target from 5 to 15 meters with the M-9 pistol.

CONDITIONS: Given a range with measured distances of 5, 7, and 15 meters during daylight hours, E-type silhouettes, 25-yard pistol targets, 3-inch dot overlays, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: Acquire the proper stance and grip, ensuring proper sight picture and sight alignment. From 15 meters place each round within the 9 ring of the 25-yard pistol target, and from 5 and 7 meters place each round within the 3-inch dot.

TASK #2: From the ready position engage single stationary targets from 10 to 50 meters with an M16A2.

CONDITIONS: Given a range with measured distances of from 10 to 50 meters during daylight hours, E-type silhouettes, 25-yard pistol targets, 3-inch dot overlays, and an M16A2 with magazines.

STANDARDS: Acquire the proper stance, ensuring proper sight picture/sight alignment, trigger control, and breath control, and place all rounds within the 8 ring of a 25-yard pistol target.

TASK #3: Draw the M-9 pistol from the holster and engage a single stationary target from 7 to 10 meters.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, 25-yard pistol targets, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: By the numbers, correctly bring the weapon on target and place one round within the 8 ring of a 25-yard pistol target within 2 seconds from 7 meters or 2.5 seconds from 10 meters.

TASK #4: From position #1 place a controlled pair on a single target with the M-9 pistol.

CONDITIONS: Given a range with a measured distance of 10 meters during daylight hours, E-type silhouettes, 50-yard pistol targets, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: Draw the M-9 pistol from the holster and engage a single target with a controlled pair, placing each round within the 9 ring of a 50-yard pistol target.

TASK #5: From the kneeling position, place a controlled pair on a single target with the M16A2.

__CONDITIONS__: Given a range with a measured distance of 25 meters during daylight hours, E-type silhouettes, 50-yard pistol targets, and an M16A2 with magazines.

__STANDARDS__: Starting from the ready position, go to the kneeling position and engage a single target with a controlled pair, placing each round within the 9 ring of a 50-yard target.

__TASK #6__: From position #1 engage multiple targets with the M-9 pistol incorporating a magazine change.

__CONDITIONS__: Given a range with a measured distance of 7 meters during daylight hours, E-type silhouettes, 3-inch dot overlays, and an M-9 pistol with belt, holster, and four magazines.

__STANDARDS__: Draw the M-9 pistol from the holster and engage multiple targets with controlled pairs while incorporating a magazine change, placing each round within a 3-inch dot.

__TASK #7__: From the ready position engage multiple targets with the M16A2 using the aimed-quick kill technique.

__CONDITIONS__: Given a range with a measured distance of up to 15 meters during daylight hours, E-type silhouettes, 25-yard pistol targets, and an M16A2 with magazines.

__STANDARDS__: Double tap each target, placing each round within the 8 ring.

__TASK #8__: Engage multiple targets with the M16A2.

__CONDITIONS__: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, target overlays, and an M16A2 with magazines.

__STANDARDS__: Double tap each target, placing all rounds within the kill zone.

__TASK #9__: From position #1 double tap multiple targets with the M-9 pistol.

__CONDITIONS__: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, target overlays, and an M-9 pistol with belt, holster, and four magazines.

__STANDARDS__: Draw the M-9 pistol from the holster and double tap each target, placing each round in the kill zone.

__TASK #10__: From the ready position engage multiple targets and execute a weapons transition.

__CONDITIONS__: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, target overlays, an M16A2 with magazines, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: From the ready position double tap one target at 10 meters with the M16A2, then transition to the M-9 pistol and double tap the remaining target, placing all rounds in the kill zone.

TASK #11: Engage multiple targets from 7 to 15 meters with the M16A2 and the M-9 pistol while moving forward.

CONDITIONS: Given a range with measured distances of 7 to 15 meters during daylight hours, E-type silhouettes, 50-yard pistol targets, a steel plate range, an M16A2 with magazines, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: While moving forward, engage multiple targets, placing each round within the 8 ring with the M16A2 or dropping the falling plate with the M-9 pistol.

TASK #12: Engage targets from 7 to 10 meters with the M16A2 and the M-9 pistol while conducting a 90-degree facing movement.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, numbered overlays, an M16A2 with magazines, and an M-9 pistol with belt, holster, and four magazines.

STANDARDS: While conducting a 90-degree left or right turn, properly perceive, recognize, and acquire a target, placing each round of a double tap within the kill zone.

TASK #13: Engage multiple targets from 3 to 7 meters while moving left, right, and forward with the M16A2 and the M-9 pistol.

CONDITIONS: Given a range with measure distances of 3, 5, and 7 meters during daylight hours, E-type silhouettes, target overlays, an M16A2 with magazines, and an M-9 pistol with belt, holster, and two magazines.

STANDARDS: While moving left, right, or forward without stopping, place two rounds in the kill zone of each target.

TASK #14: Engage targets from 7 to 10 meters with the M16A2 and the M-9 pistol while behind cover.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during daylight hours, E-type silhouettes, target overlays, an M16A2 with magazines, and an M-9 pistol with belt, holster, and two magazines.

STANDARDS: While behind cover properly utilize the cover for minimum exposure and place two rounds in the kill zone of each target.

TASK #15: Engage multiple targets while moving in and out of cover with the M16A2 and the M-9 pistol.

CONDITIONS: Given a range with measured distances of 3 to 15 meters during daylight hours, E-type silhouettes, target overlays, an M16A2 with magazines, an M-9 pistol with belt, holster, and four magazines, and body armor.

STANDARDS: Move in and out of cover, engaging multiple targets. Place two rounds in the kill zone of each hostile target.

EXAMPLE CRITICAL TASKS

Below are listed some examples of critical tasks that have been used in the past. Do not use these as your evaluation; they were designed for students who have completed over 30 hours of live-fire marksmanship training and numerous after duty hours of dry firing.

TASK: From the ready position engage two targets, one at 7 meters and one at 10 meters, with the M16A2.

CONDITIONS: Given a range with measured distances of 7 meters and 10 meters during daylight hours, E-type silhouettes, target overlays, and an M16A2 with one 4-round magazine.

STANDARDS: Double tap each target, placing at least three rounds in the kill zones and one round on target within 3.0 seconds.

TASK: From the high ready position engage two targets, one at 5 meters and one at 7 meters, with the M-9 pistol.

CONDITIONS: Given a range with measured distances of 5 and 7 meters during daylight hours, E-type silhouettes, target overlays, and an M-9 pistol with one 4-round magazine.

STANDARDS: Starting from the high ready position, double tap each target, placing at least three rounds in the kill zones and one round on target within 3.5 seconds.

TASK: From position #4 engage a single target at 7 meters, conduct a magazine change, and engage the target a second time with the M-9 pistol.

CONDITIONS: Given a range with a measured distance of 7 meters during daylight hours, E-type silhouettes, target overlays, and an M-9 pistol with belt, holster, magazine pouch, and two 1-round magazines.

STANDARDS: From position #4 fire one round at the target, conduct a magazine change and fire the second round into the target, placing one round in the kill zone and one round on target within 3.25 seconds for a right-handed shooter and 4.25 seconds for a left-handed shooter.

TASK: From the ready position engage one target with the M16A2 and then execute a weapons transition from the M16A2 to the M-9 pistol and engage a second target.

__CONDITIONS:__ Given a range with a measured distance of 7 meters during daylight hours, E-type silhouettes, target overlays, an M16A2 with one 2-round magazine of 5.56-mm ammunition, and an M-9 pistol with belt, holster, and one 2-round magazine of 9-mm ammunition.

__STANDARDS:__ From the ready position double tap one target at 7 meters with the M16A2 and then transition to the M-9 pistol and double tap the other target at 7 meters, placing at least three rounds in the kill zones and one round on target within 4.25 seconds.

__TASK:__ Sprint 100 meters and engage three targets with the M-9 pistol.

__CONDITIONS:__ Given a range with a measured route of 100 meters and a measured distance of 25 meters during daylight hours, E-type silhouettes, target overlays, and an M-9 pistol with belt, holster, and one 6-round magazine of 9-mm ammunition.

__STANDARDS:__ Sprint 100 meters to a fixed firing line 25 meters from the targets, draw your weapon from the holster, and place two rounds on each target, one round in the kill zone and one round on the target, within 45 seconds.

__TASK:__ From a left or right facing movement engage three targets at 25 meters with the M-9 pistol.

__CONDITIONS:__ Given a range with a measured distance of 25 meters during daylight hours, E-type silhouettes, target overlays, and an M-9 pistol with belt, holster, and one 6-round magazine of 9-mm ammunition.

__STANDARDS:__ Make a left or right facing movement, draw the pistol from the holster, and place two rounds on each target, one round in the kill zone and one round on target, within 15 seconds.

__TASK:__ From the ready position engage three targets at 50 meters with the M16A2.

__CONDITIONS:__ Given a range with a measured distance of 50 meters during daylight hours, E-type silhouettes, target overlays, and an M16A2 with one 6-round magazine of 5.56-mm ammunition.

__STANDARDS:__ From the ready position with the M16A2, place two rounds on each target, one round in the kill zone and one round on target within 16 seconds.

IDEAS FOR TESTING THE SHOOTERS

The test should encompass the tasks that are most critical to the training you conduct. A good way to develop the standards is to practice the tasks you want the shooters to learn. This practice will give you a reference as to the time needed for each task and the score that may be attained. Not everyone will pass all the tasks. Extra training will be required to bring these individuals up to the required level. There are four ways to increase the standards for the exam: (1) Increase the distances to the target. (2) Increase the score required to pass the evaluation. (3) Decrease the size of the target. (4) Decrease the amount of time given to complete the task. Ensure that the exam is challenging to the shooters. The purpose of the test, after all, is to identify individuals who do not possess the shooting skills or the confidence to participate in CQC.

Prior to conducting an exam, you should provide the shooters with a list of all the tasks that could be included in the exam. You should not, however, tell them which tasks will actually be included in the exam. If the shooters know which tasks they will be tested on, instead of practicing all the marksmanship tasks, they will practice only the tasks that will be included in the exam.

The task, conditions, and standards method is the best way to explain to everyone what they are required to do. It will establish the precise criteria for each task and leaves no room for doubt.

If you are conducting a magazine change with the pistol, you will have to give a left-handed shooter extra time for the standards due to the fact that the slide stop for the M-9 pistol is on the left side of the weapon and the shooter has to reach over the weapon with the nonfiring hand to release the slide forward.

You must enforce the standards that have been set for each task. Under stress, shooters may tell you they are ready, when actually they have forgotten to lock and load their magazine, inspect the chamber to ensure there is a round in it, or release the safety. Mistakes such as these are indicators that the individuals are not paying attention to detail because of self-induced stress. These individuals could have problems once live-fire CQC begins.

CHAPTER 4

NIGHT MARKSMANSHIP

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INTRODUCTION

With today's advances in technology and equipment, soldiers have the unique ability to conduct combat operations in total darkness. However, this ability requires intensive training and communication skills. Therefore your training should be centered around CQC in the hours of darkness. After the shooter has advanced to the point where he can effectively engage multiple targets and has gained the confidence to work with an assault team in close quarters, he should elevate his skills to include the ability to effectively engage targets in reduced light.

The night marksmanship chapter of this special text has been organized as follows:

a. Background Information. This will provide leaders with some tactical applications for the use of night vision devices and associated equipment.

b. Equipment. This page details some of the night equipment that is currently being used.

c. Night Pistol Marksmanship. This describes the five different techniques for shooting the pistol with a flashlight. A night fire pistol session is also included.

d. Night M16A2 Marksmanship. This describes how to mount a flashlight to the M16A2 and the techniques used to engage the target. A night fire M16A2 session is also included.

e. Tips for the Trainer. These are helpful hints on conducting night fire training.

BACKGROUND INFORMATION

The most important criterion of night training is to train to the mission, not to the equipment at your disposal. All the specialized night equipment in the world cannot replace a trained and skilled shooter. All assaulters must become proficient in nighttime CQC operations, which afford the assaulters their greatest advantage. A comprehensive plan should detail the advantages your equipment will provide you and at what point it becomes a hindrance to mission accomplishment. It is interesting to note that in today's era of high technology there is no fail safe system that allows the individual soldier to effectively identify and engage targets in darkness.

During team movement the security element can be equipped with night vision goggles (NVG), the AN/PAQ-4 aiming light, and suppressed weapons. This equipment will allow the element to move at night and retain an edge on any observation posts (OPs) or any individuals that might be encountered. However, once the assault element reaches the breaching point, the NVG should be removed. Once surprise is lost, success of the mission hinges upon quickly identifying and engaging the targets. Identifying the targets will usually be accomplished through the use of white lights.

Use of white lights has many advantages. The equipment is readily available, inexpensive, and easily maintained. Little additional training is required to use the equipment. White lights offer the fastest means of identifying targets and searching a room. The shooter uses his iron sights just as he does in daylight operations. After the structure has been dominated and if power is available, the building's lights should be turned on so that the assaulters can make a thorough search. If white light is used, the assaulters will not have to remove their NVG and they won't be vulnerable to NVG whiteout. A disadvantage is that an active light source will compromise the assaulters' position inside the structure, making them vulnerable to attack by an undetected assailant. Another disadvantage is that the light may be activated accidentally. If this occurs prior to the assault, the entire operation could be compromised. For this reason a cover should remain on the light until the operation is under way or until it is compromised.

Infrared (IR) lights and NVG give an assault team the ability to assault a structure in darkness. The obvious advantage of using the IR light and the NVG is that there is no active light source that could compromise the assault team's position. However, the use of IR requires a lot of familiarization and additional training. In addition, the loss of depth perception and peripheral vision will slow the assaulters as they move through the structure. Also, early models of the NVG tended to whiteout from muzzle flash or flash bangs. There are numerous other disadvantages to using IR light and the NVG. For example, if for some reason an assault team member has to remove his NVG, he is very vulnerable during the removal of the equipment.

Shooters cannot use their iron sights while wearing the NVG. Use of NVG also increases the chance of equipment failure. The assaulter is dependent upon both the AN/PAQ-4 aiming light and his NVG. If either system fails, the assaulter must remove his NVG and use a white light in place of the failed equipment.

Use of either system has advantages and disadvantages. You should choose the system that best suits your mission. For example, IR and NVG are an asset during a stealthy approach to the target, but are a hindrance to the principles of speed and violence of action in CQC operations. In planning, never rely solely on a single system; mechanical systems are vulnerable to failure. When choosing the systems for your mission, weigh the consequences of a system failure and the impact upon mission accomplishment. Your first priority is mission success and the survival of your men.

AN/PAQ-4 AIMING LIGHT. The aiming light increases the accuracy of your night fire by projecting an invisible pulsing dot of IR light along the line of sight. The dot can be seen only with night vision equipment such as the AN/PVS-5 or the AN/PVS-7 goggles. To use the PAQ-4, place the projected spot of light on the target and fire. The PAQ-4 should be zeroed point of aim, point of impact for CQC.

AN/PVS-5 NIGHT VISION GOGGLES. The AN/PVS-5 goggles are a lightweight battery-powered binocular passive night vision device worn on the head. The goggles have a 40-degree field of view. The system is normally operated in the passive mode, but a built-in active IR light source may be used to provide added illumination for close-up viewing. This system is currently being replaced by the AN/PVS-7 goggles.

AN/PVS-7 NIGHT VISION GOGGLES. The AN/PVS-7 goggles are a lightweight battery-powered passive device worn on the head. They possess a much better night vision capability in lower light levels than the AN/PVS-5 goggles. Each device consists of a single objective lens and a beam splitter/dual eyepiece assembly. The assembly incorporates an IR-emitting light source that provides illumination as required for close-up viewing.

TACTICAL LIGHTS. These are small, lightweight battery-powered white lights that can be attached to pistols, assault rifles, or shotguns. The lights are activated by using a pressure switch that has been attached to the weapon or by pressing an on/off button on the light. An IR filter can be attached to most tactical lights to give you an IR and night vision device capability.

RED DOT SIGHTS. These are lightweight battery-powered optical sights that are attached to the top of the weapon. A red dot in the sight is used to align the weapon and the target. The sights contain elevation and windage screws for zeroing the sight and a rotary switch that contains several settings to increase the intensity of the red dot for use in various light conditions. The sights are for use in low light (not complete darkness), as the sights will not assist you in identifying targets.

ACTIVE LASER DEVICES. These devices are lightweight battery-powered visible-light-emitting sights. When the device is activated, a red dot is superimposed on the target. The red dot indicates the point of impact on the target at the zeroed distance. The devices are ineffective in sunlight.

TRITIUM SIGHTS. These sights contain a light-emitting radioactive element that allows you to align the sights in total darkness. As long you have a target in sight, you can quickly engage it as effectively as you would during daylight hours. These sights, however, will not assist you in identifying the target.

If pistol tactical lights are not available, as an alternative you can use a mag-light type flashlight. To engage targets with a white light, illuminate the target to identify the threat and silhouette the sights of the weapon on the illuminated portion of the target. Then line up the sights and engage the target.

Five basic techniques can be used to engage targets with a pistol and a flashlight.

1. The crossed wrist technique. Hold the flashlight in the nonfiring hand. Cross the hand with the flashlight under the firing hand at the wrist and control the light on/off switch with a finger of the nonfiring hand. (See Figure 4-1.)

2. The modified crossed wrist technique. Hold the flashlight in the nonfiring hand with the palm facing away from the firing hand and the fingers up. Control the on/off switch with the center finger of the nonfiring hand. Form a cradle with the forearm of the nonfiring arm. Support the firing hand in the cradle. Line up the sights and engage the target. (See Figure 4-2.)

3. The knuckle-to-knuckle technique. Hold the flashlight in the nonfiring hand parallel to the firing hand. The knuckles of the second joint of the fingers on the nonfiring hand should contact the knuckles of the second joint on the firing hand. (See Figure 4-3.)

4. The OK technique. With the nonfiring hand form an OK sign with the thumb and the forefinger around the body of the flashlight. The thumb or the forefinger should control the on/off switch. The remaining three fingers should wrap around the firing hand and support it from underneath. (See Figure 4-4.)

5. Flashlight on the primary weapon technique. This technique is used when the primary weapon (rifle) has a light source mounted on it. If the weapon malfunctions, the light source can still be used. Simply switch the weapon to the nonfiring arm. With the nonfiring hand support the weapon by the light source with the thumb or the forefinger on the on/off switch. Aim the light source/primary weapon at the target and fire the secondary weapon (pistol) using the single hand firing technique. (See Figure 4-5.)

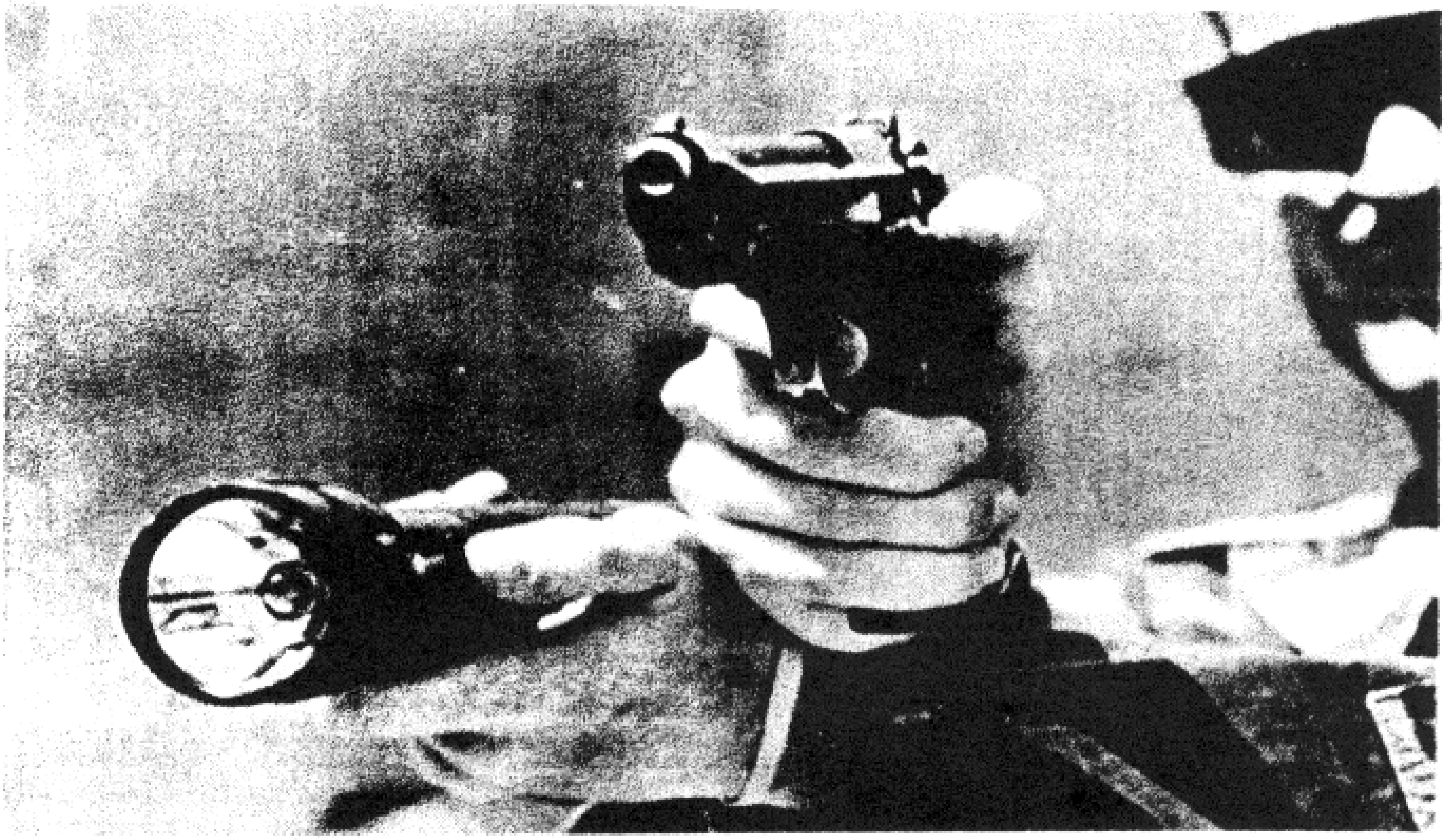

Figure 4-1. The crossed wrist method with the M-9 pistol.

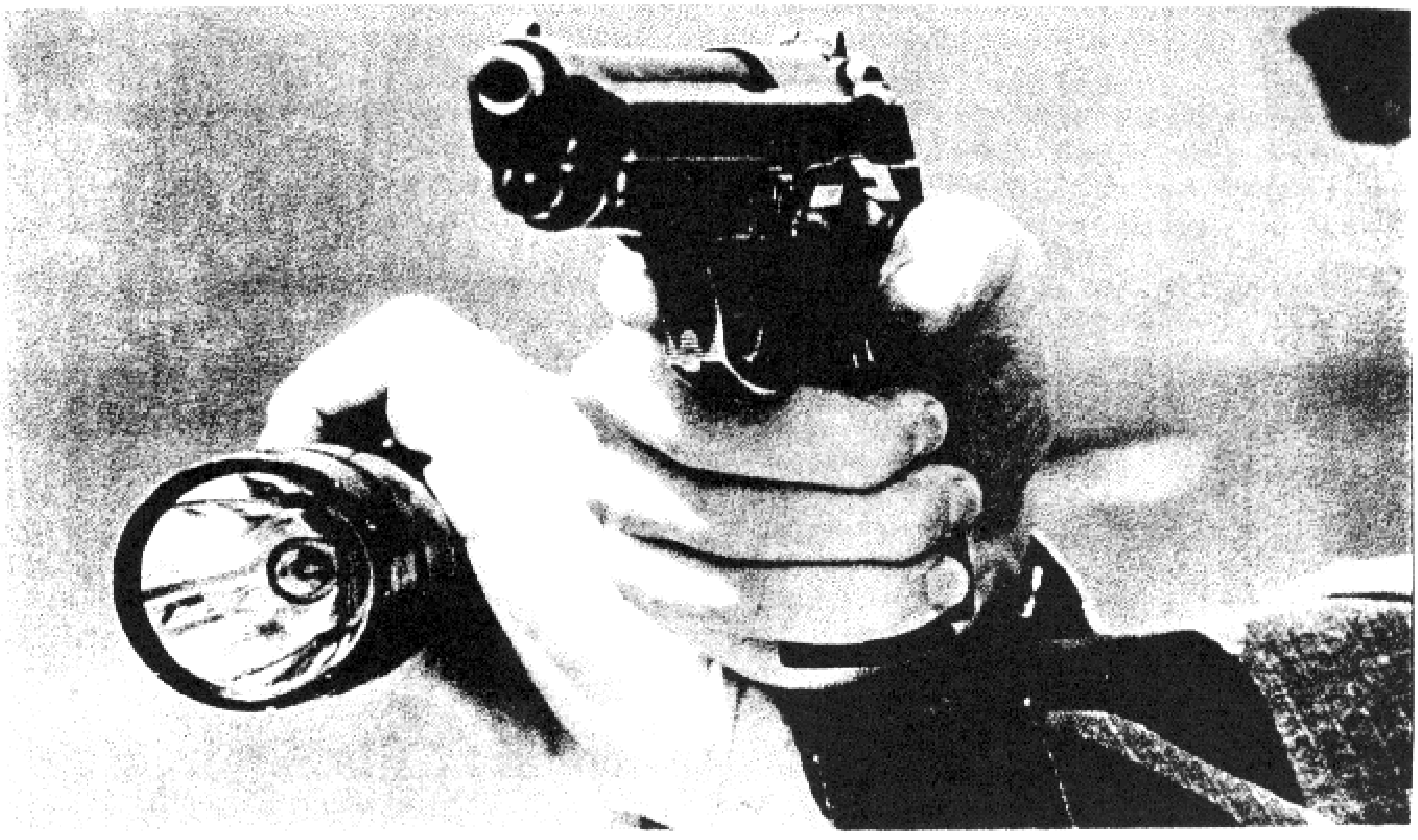

Figure 4-2. The modified crossed wrist method with the M-9 pistol.

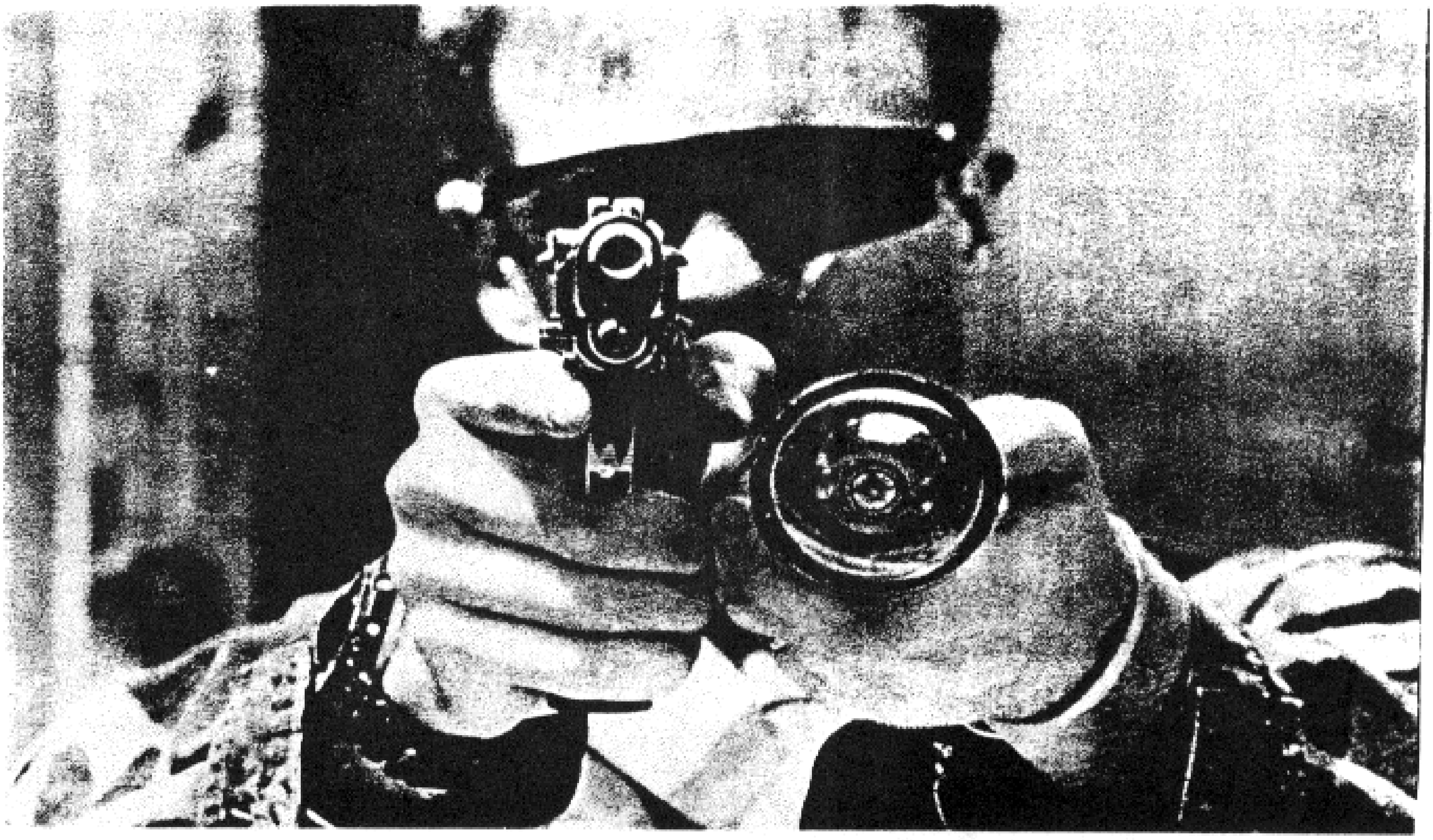

Figure 4-3. The knuckle-to-knuckle method with the M-9 pistol.

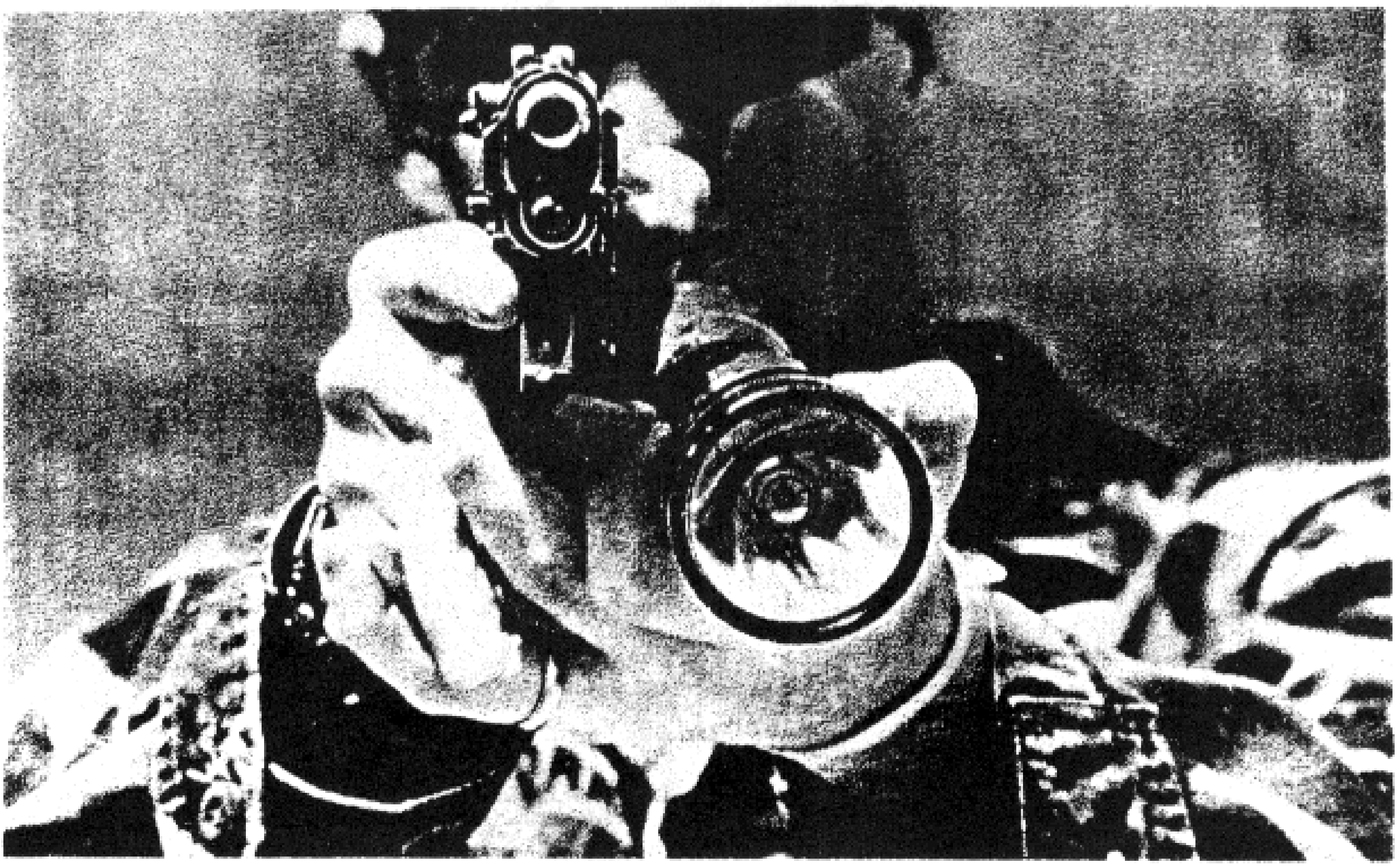

Figure 4-4. The OK method with the M-9 pistol.

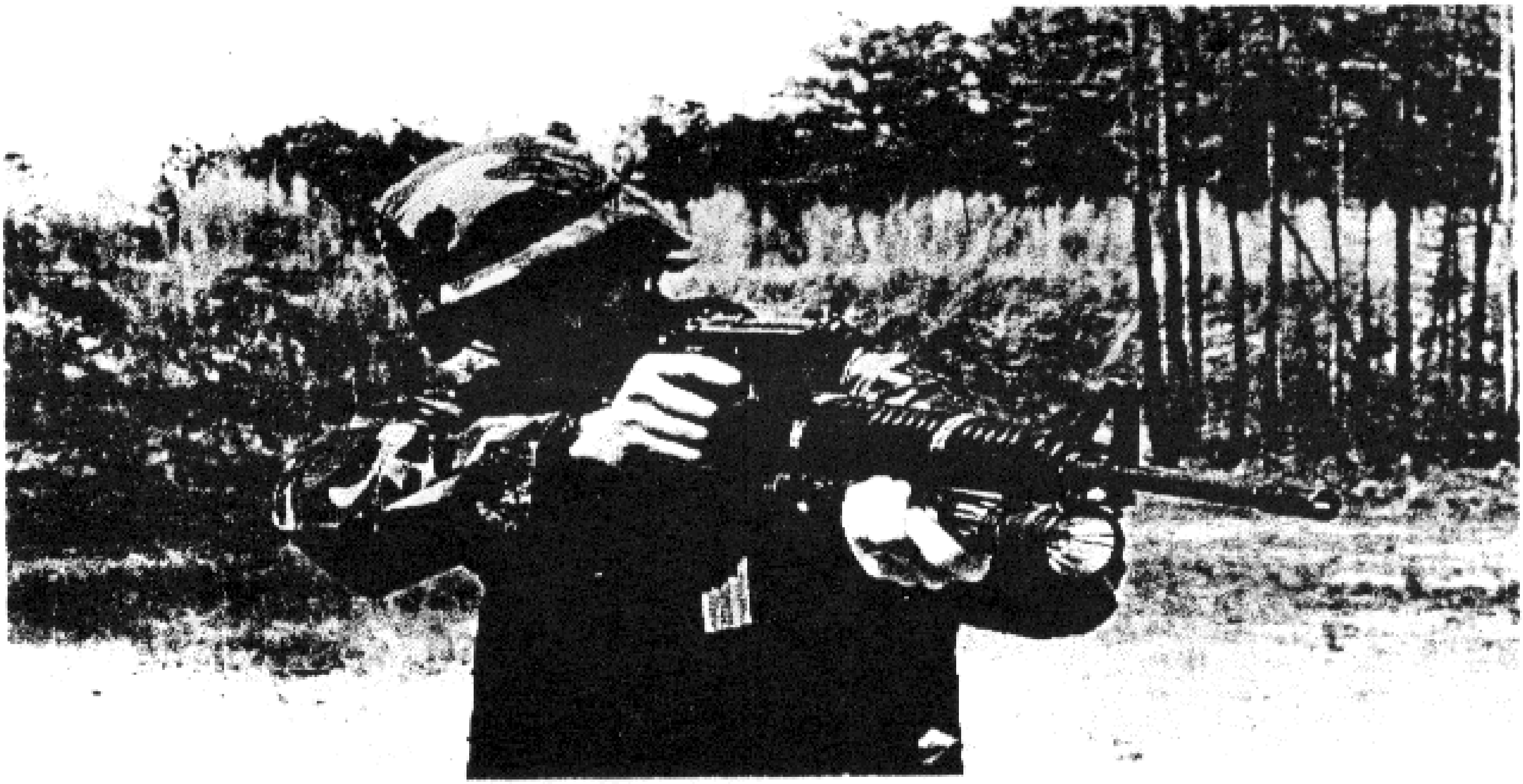

Figure 4-5. Using the flashlight on the M16A2 to illuminate the target and engage it with the M-9 pistol.

NIGHT FIRE SESSION 1

PISTOL MARKSMANSHIP

TASK #1: From a modified ready position engage a single target with the M-9 pistol and a mag-light, using the crossed wrist, the modified crossed wrist, the knuckle-to-knuckle and the OK techniques.

CONDITIONS: Given a range with a measured distance of 7 meters during nighttime hours, E-type silhouettes, target overlays, an M-9 pistol with four magazines, and a mag-light.

STANDARDS: Engage the target and place each round in the kill zone.

TASK #2: From a modified ready position engage multiple targets with the M-9 pistol and a mag-light, using the technique of choice.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during nighttime hours, E-type silhouettes, target overlays, an M-9 pistol with four magazines, and a mag-light.

STANDARDS: Engage the target and place each round in the kill zone.

TASK #3: Supporting an M16A2 with a mounted mag-light in your nonfiring arm to illuminate the target, engage a single target with the M-9 pistol.

CONDITIONS: Given a range with a measured distance of 7 meters during nighttime hours, E-type silhouettes, target overlays, an M-9 pistol with four magazines, and an M16A2 with a mounted mag-light.

STANDARDS: Engage the target and place each round in the kill zone.

SEQUENCE OF EVENTS:

Lecture/demonstration of the four techniques of white light shooting with the M-9 pistol.

Live Fire: 7 meters, from a modified ready position using the crossed wrist technique and target overlays, fire two 15-round magazines in double-action and two 15-round magazines in single-action with the M-9.

Live Fire: 7 meters, from a modified ready position using the modified crossed wrist technique and target overlays, fire two 15-round magazines in double-action and two 15-round magazines in single-action with the M-9.

Live Fire: 7 meters, from a modified ready position using the knuckle-to-knuckle technique and target overlays, fire two 15-round magazines in double-action and two 15-round magazines in single-action with the M-9.

Live Fire: 7 meters, from a modified ready position using the OK technique and target overlays, fire two 15-round magazines in double-action and two 15-round magazines in single-action with the M-9.

Live Fire: 7 and 10 meters, from a modified ready position using the individual's technique of choice, and target overlays, control pairs with two 15-round magazines and double tap with two 15-round magazines with the M-9.

Lecture/demonstration on illuminating the target with an M16A2 mounted with a mag-light and engaging the target with the M-9 pistol.

Live Fire: 7 meters, using a mag-light mounted on the M16A2 in the nonfiring arm, and target overlays, double tap four 15-round magazines, with the M-9.

SUPPORT REQUIREMENTS:
360 rounds of 9-mm per individual
E-type silhouettes, two per individual
Target overlays, seven per individual

The simplest way to give yourself a white light capability with the M16A2 is to mount a mag-light type flashlight on the weapon. The flashlight can be mounted on the hand guards, on the side of the weapon or underneath the weapon. Two 4-inch hose clamps can be used to secure the flashlight to the weapon. This is the easiest method. As a last resort, flex cuffs or 100 MPH tape can be used. However, if these items are used, sustained shooting will loosen the flashlight. When mounting the flashlight on the weapon, remember to position the on/off button so that it can be easily activated. (See Figure 4-6.)

The flashlight can be used in two modes during a live-fire operation. The first is the wide beam mode. This mode will give you a larger light path to follow and will make a search of the area easier. The second is the narrow beam mode. This mode can provide you with a quick kill capability if the target is at close range. If the flashlight is mounted underneath the weapon, the point where the beam is most concentrated (with the ghost image in the center) is roughly the location of the impact of the round. This technique should be practiced on the range so that you can see exactly where the round will impact and at what distances the technique is effective.

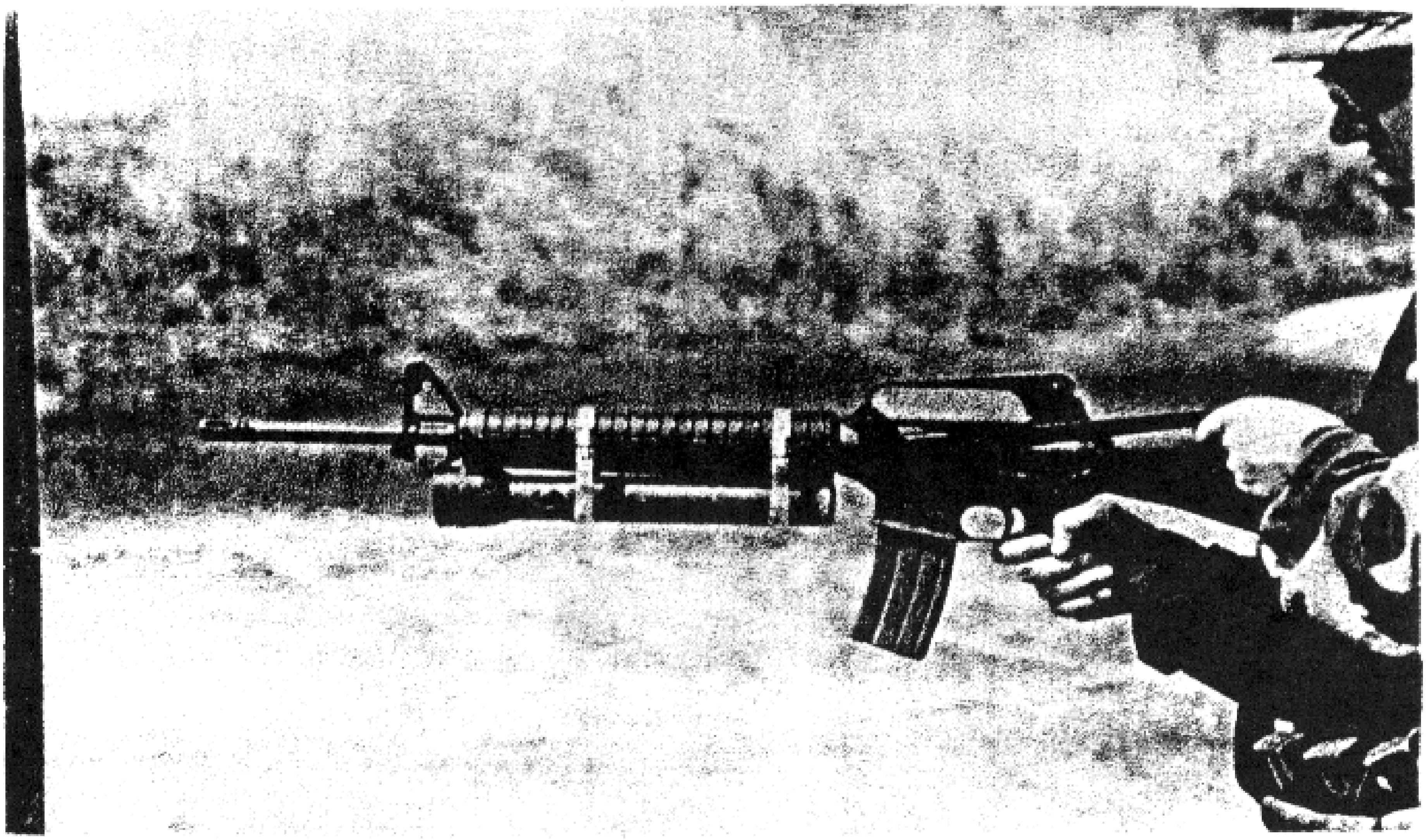

Figure 4-6

NIGHT FIRE SESSION 2

M16A2 MARKSMANSHIP

TASK #1: From the ready position engage a single target using an M16A2 and a mag-light.

CONDITIONS: Given a range with a measured distance of 10 meters during nighttime hours, E-type silhouettes, 25-meter bull's-eye targets, an M16A2 with magazines, and a mag-light.

STANDARDS: Engage the target and place all the rounds within the 8 ring.

TASK #2: From the ready position engage multiple targets using an M16A2 and a mag-light.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during nighttime hours, E-type silhouettes, target overlays, an M16A2 with magazines, and a mag-light.

STANDARDS: Double tap each target, placing all the rounds in the kill zone.

TASK #3: While moving forward, engage multiple targets using an M16A2 and a mag-light.

CONDITIONS: Given a range with measured distances of 7 and 10 meters during nighttime hours, E-type silhouettes, target overlays, an M16A2 with magazines, and a mag-light.

STANDARDS: While moving forward, double tap each target, placing all rounds in the kill zone. (NOTE: All movement and the signal to fire will be initiated by a whistle.)

SEQUENCE OF EVENTS:

Live Fire:	10 meters, from the ready position, single shot, 25-yard pistol target, one 30-round magazine with white light and the M16A2.
Live Fire:	10 meters, from the ready position, double tap, target overlays, one 30-round magazine with white light and the M16A2.

Live Fire: 7 and 10 meters, from the ready position, double tap, target overlays, two 30-round magazines with white light and the M16A2.

Live Fire: 7 and 10 meters, from the ready position, double tap, target overlays, two 30-round magazines with white light and the M16A2.

Live Fire: 7 and 10 meters, starting from the ready position, moving forward, double tap, target overlays, two 30-round magazines with white light and the M16A2. (This drill is whistle initiated.)

SUPPORT REQUIREMENTS:
240 rounds of 5.56-mm per individual
E-type silhouettes, two per individual
25-yard bull's-eye target, one per individual
Target overlays, five per individual

TIPS FOR THE TRAINER

As a trainer, you will find out that some individuals shoot better at night than in daylight. The reason for this is that they pay more attention to the front sight because they cannot clearly see the target.

Make sure there are several nonmounted flashlights available so the weapons can be properly cleared. If everyone has a flashlight mounted on their M16A2, use the buddy method to inspect the weapons.

Inspect the flashlight prior to the night fire session to ensure it works. It is a good idea to reverse one of the batteries when the flashlight is not being used so that it will not inadvertently be turned on during the daylight hours and the power drained. Also, inspect the positive terminal of the batteries. The recoil from the weapon will often damage it, causing the flashlight to malfunction.

Inspect the hose clamps after or before each session. The clamps loosen after sustained shooting. Have several screwdrivers available so the shooters can tighten the clamps on the range.

When the pistol has a tactical light attached to it, it will no longer fit into the regular M-9 holster.

If you have IR filters for your flashlight, tape them to the head of the flashlight. The filters have a tendency to either pop off or flip up after sustained shooting.

Try to schedule night fire during the darkest parts of the month. On an evening with a full moon and no clouds you can usually shoot without any lights at all because of the illumination.

At night the ranges limitations should be marked with chem lights. This should prevent anyone from shooting out of the range fan.

One way to illuminate a room is to reflect the light of the flashlight off of the ceiling. The reflected light will provide enough illumination to allow a search of the room. The amount of light reflected depends upon the color of the ceiling and the amount of dust and smoke present in the room. This method should not be considered in the conduct of CQC.

CHAPTER 5

BARRIER PENETRATION

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Tips for the Trainer............................5-15

INTRODUCTION

Conducting combat within an urban area will often call for the use of breaching skills to overcome impediments to movement. Obstacles such as barbed-wire entanglements, chain-link fences, and doors can all be defeated using a minimum amount of force and equipment in support of the unit's tactical mission. Most people's perception of attacking a barrier has been molded by books and movies. In FM 90-10, Military Operations on Urbanized Terrain (MOUT), page G-11 describes how to shoot a door open by "firing several rounds through the lock" (with the M16A2). Although 5.56-mm ammunition will penetrate the doorknob (the lock), it will NOT breach the door. The locking mechanism must be removed from the door if you want to gain entry through the doorway. Many portable tools, such as sledgehammers and bolt cutters, can be used against a variety of barriers. The key in planning to breach a barrier is to practice with your equipment on targets similar to those you will encounter in actual combat operations. This practice will allow you to determine whether you will succeed or fail on the battlefield.

The barrier penetration chapter of this special text been organized as follows:

a. Ballistic Breaching. This describes the types of shotgun rounds that can be used, the points of attack on the locking mechanism or the hinges, and the position of the breacher within the line up.

b. Lesson Outline (Barrier Penetration). This details certain fence classifications, planning criteria for barrier penetration, and techniques that can be used against barbed wire and fences.

c. Tips for the Trainer. These are helpful hints on equipment maintenance and things to look for when attacking a barrier.

BALLISTIC BREACHING

DEFINITION: Ballistic breaching is an alternate means of gaining entry into a structure through an existing opening (i.e., a door or a window). During the planning stages of an operation ballistic breaching should never be considered the primary method for gaining initial entry into a structure because it is not a positive means of gaining entry nor does it supply the surprise, speed, and violence of action necessary to minimize friendly losses on initial entry. However, in certain situations it may become necessary to use ballistic breaching as an initial entry method. The contents of the structure, a misfire of an explosive charge, or compromise of the assault force during their approach to the target may necessitate the use of ballistic breaching as a means of initial entry into the structure.

However, once initial entry is gained, ballistic breaching becomes the primary method for gaining access to subsequent rooms within the structure. Surprise is lost upon initial entry, and other breaching methods are to slow and tend to slow the momentum of the assault team. NOTE: The shotgun should not be used as a primary assault weapon because of its limited magazine capacity and the difficulty of reloading the weapon.

TYPES OF ROUNDS.

RIFLED SLUGS: Rifled slugs will defeat most doors that will be encountered, to include some heavy steel doors. However, rifled slugs present a serious overpenetration problem and could easily kill, maim, or injure anyone inside the room being attacked. Rifled slugs are excellent antipersonnel rounds and can be used accurately up to 100 meters.

BIRD SHOT: Bird shot (No. 6 through No. 9 shot) is used in close range work up to 15 meters. The major advantage of bird shot is that there is no problem with overpenetration. Therefore, it poses little hazard to fellow team members in adjoining rooms. When used at close range, bird shot offers the same killing potential as buckshot. Another advantage of bird shot is its low recoil. This allows for a faster recovery and quicker multitarget engagements. A problem with bird shot is a rapid energy bleed off. Penetration at medium and long ranges suffers because of this. Another problem with bird shot is the small size of the individual pellets. This requires that a hit be made with a majority of the shot charge to be effective.

BUCKSHOT: Buckshot is used in close to medium-range work (up to 30 meters). Because of its larger size, buckshot has a higher lethality than bird shot. A 2 3/4-inch shell of No. 9 shot contains up to 1 1/2 ounces of shot. A 2 3/4-inch shell of 00 buckshot contains nine .30 caliber balls. A hit with even one-third of the 00 buckshot charge can be fatal, whereas a hit with one-third of the No. 9 shot charge may not be fatal, unless the shot is made at extremely close range. Buckshot also retains its energy longer; therefore it is lethal at a longer range. A disadvantage with buckshot is that it has a problem with over penetration. It also has a very heavy recoil. This becomes apparent when numerous shots have been taken.

FERRET ROUNDS: Ferret rounds contain a plastic slug filled with liquid CS (chemical irritant). When shot through a door or wall (drywall or plywood), the plastic slug breaks up, and a fine mist of liquid CS is sprayed into the room. The effectiveness of one round is determined by the size of the room on the other side of the door or wall and the ventilation in the room.

SHOC LOC: This round was designed especially for ballistic breaching. The round contains a ceramic/metal powder slug that destroys itself when it hits a hard object. Therefore, it destroys its target (hinge, bolt, etc.) and doesn't penetrate into the room. If fired directly at a person, the round is lethal.

LOCK BUSTER: This is built on the same concept as the Shoc Loc. The round contains a plastic slug filled with metal powder. The round comes in three different variations, each with a different penetration capability. This allows tailoring the round for a particular target.

HATTON ROUNDS: This round was developed with the same concept as the Shoc Loc, but is made up of powdered lead in a paraffin base, creating a slug. The energy is dissipated on a hard object (i.e., door hinge or locking mechanism). If fired directly at a person, the round is lethal.

ATTACKING THE DOOR.

When it becomes necessary to use the shotgun as an alternate breaching method to gain entry, certain points on the door are targeted.

THE DOORKNOB: The doorknob itself is NEVER targeted because when it is hit by the round it tends to bend the locking mechanism into the door frame, which will in most cases bind the door in place, thus preventing entry.

THE LOCKING MECHANISM: If you are determined to attack the locking mechanism, your point of attack should be the area immediately between the doorknob and the door frame. Place the muzzle of the shotgun directly on the face of the door or 1 inch away from the face of the door directly over the locking mechanism. The angle of attack should be either straight in or downward. It is a good practice to kick the door open after it has been breached. This way, if the door is not completely open, a strong kick will usually open it. When kicking the door open, focus the force of the kick at the locking mechanism. After the locking mechanism has been breached, this area becomes the weakest part of the door. (See Figures 5-1 and 5-2.)

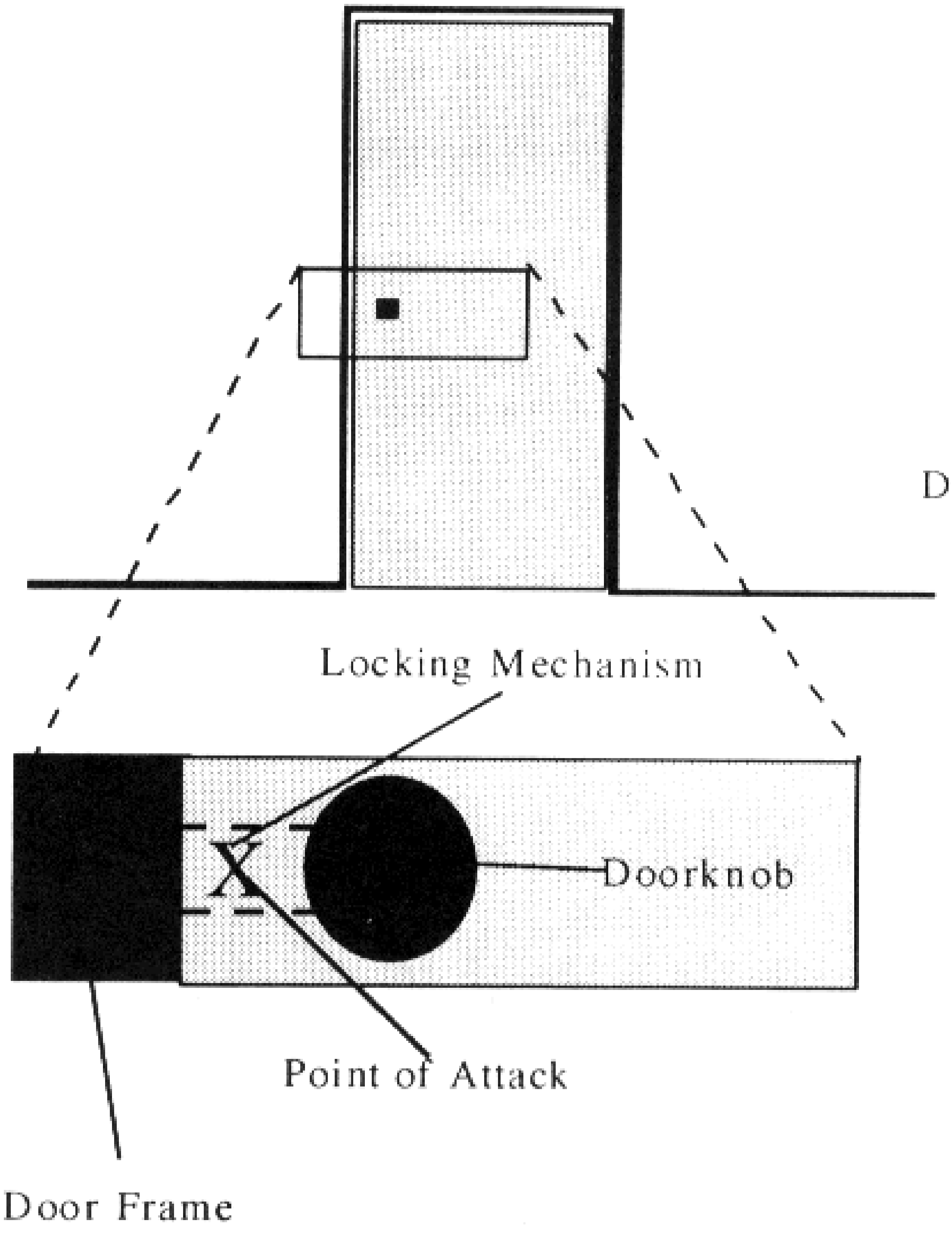

Figure 5-1. Front view of locking mechanism.

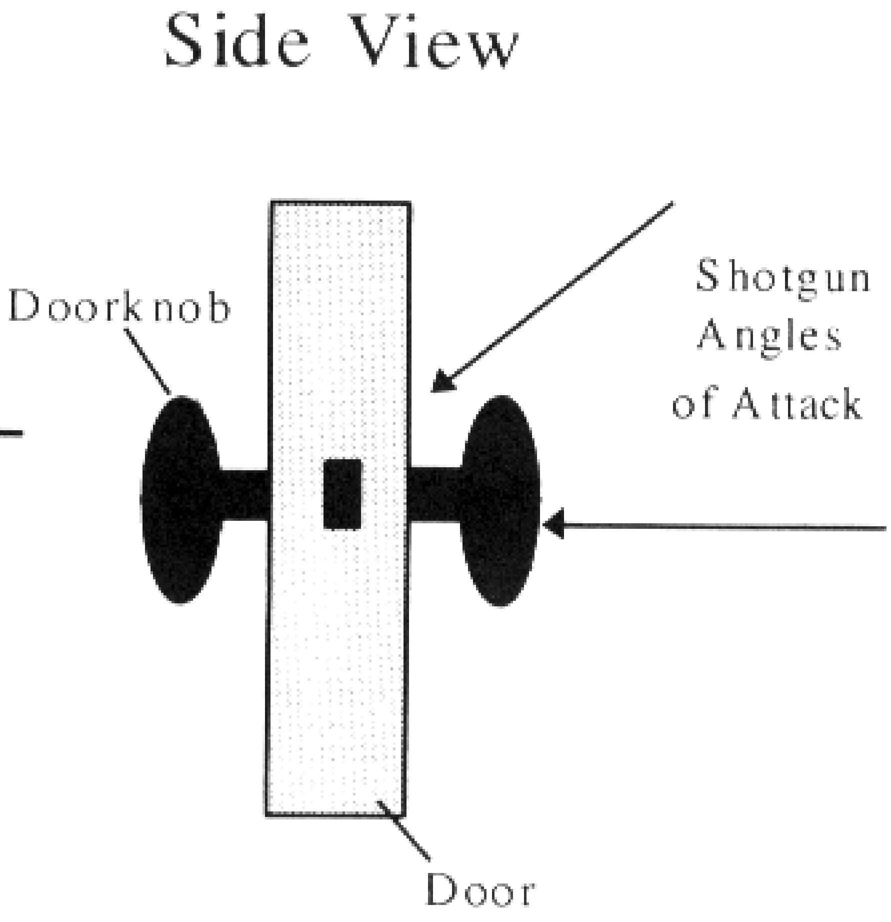

Figure 5-2. Side view of locking mechanism.

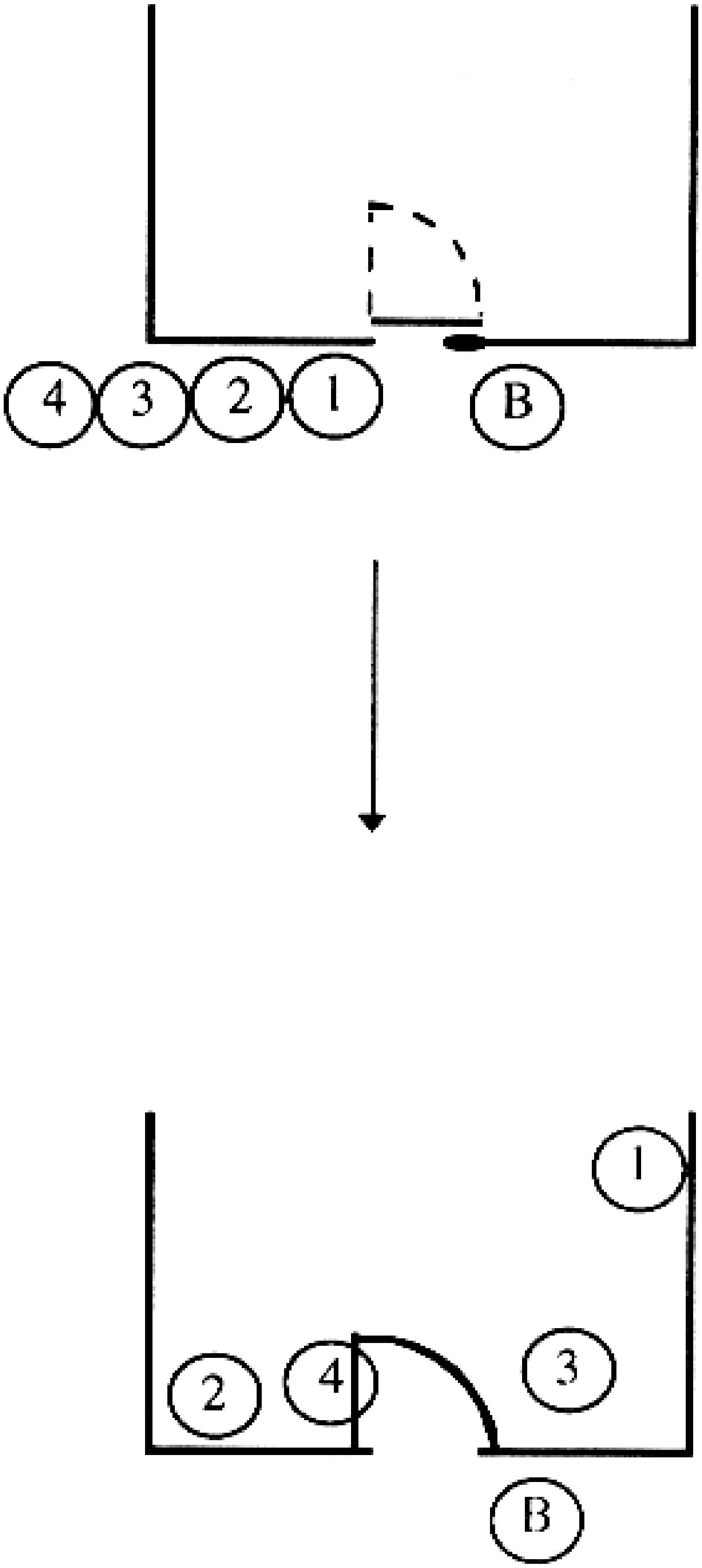

Figure 5-3. Assault without the breacher as a member of the assault team.

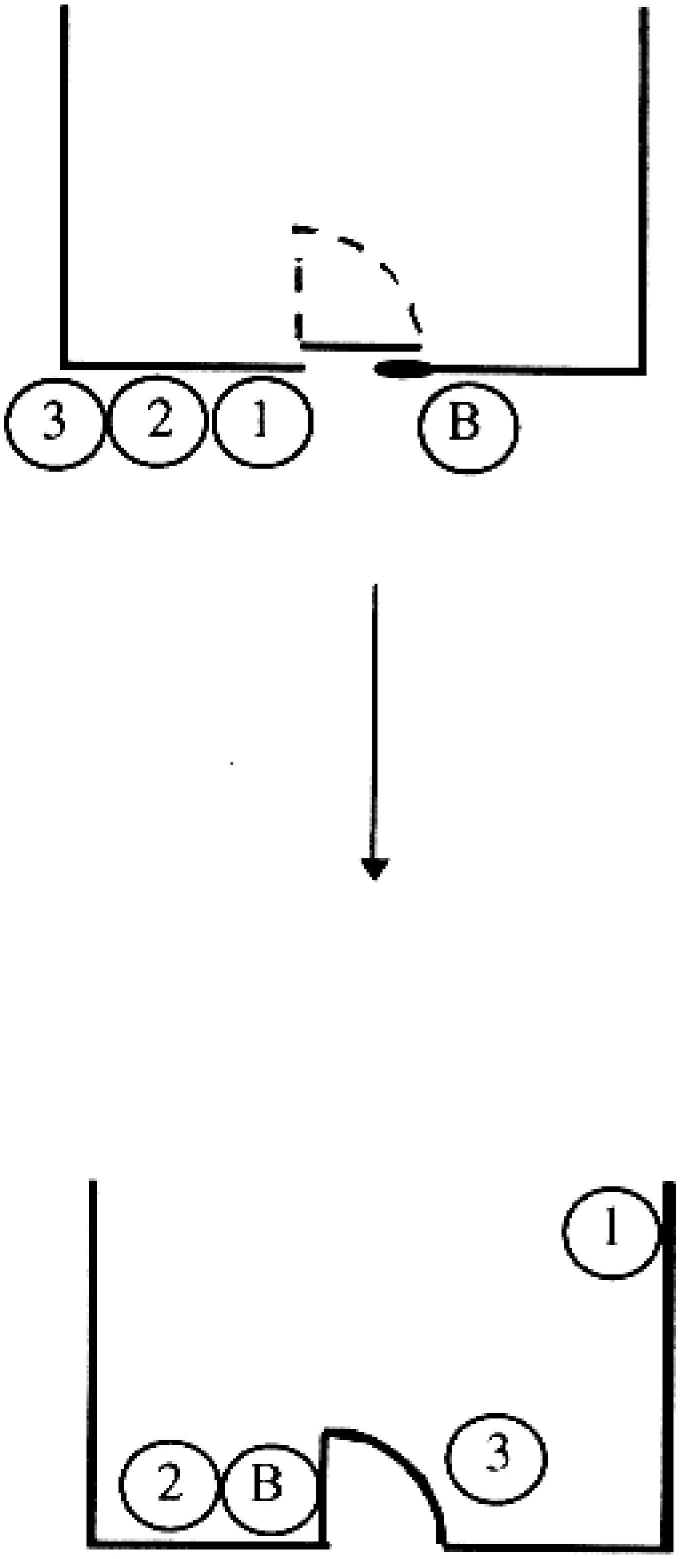

Figure 5-4. Assault with the breacher as a member of the assault team.

For a ballistic breach, the assault team should line up on the side of the door that provides them with the path of least resistance upon entering. When the door is encountered, the first assaulter to see it will yell "Breacher". The breacher will move up to the door and will remain in position until he gets a verbal and visual signal, from the number two man of the assault team. This signal will be the number two man yelling "Breach!" and thrusting his fist downward simultaneously. Once the breacher defeats the door, he steps aside and allows the assault team to enter. He then either assumes the position of the number four man if he is acting as a member of the assault team or remains on call as the breacher for any follow-on doors. He should reload when the action slows. There may be numerous doors, and stopping to reload will slow the momentum of the assault. (See Figures 5-3 and 5-4.)

ATTACKING THE HINGES: The horizontal center lines of the hinges on **most** manufactured doors are between 8 1/2- and 9 1/2-inches from the top of the door, at the center of the door, and 11 1/2- to 12 1/2-inches from the bottom of the door. (See Figure 5-5.)

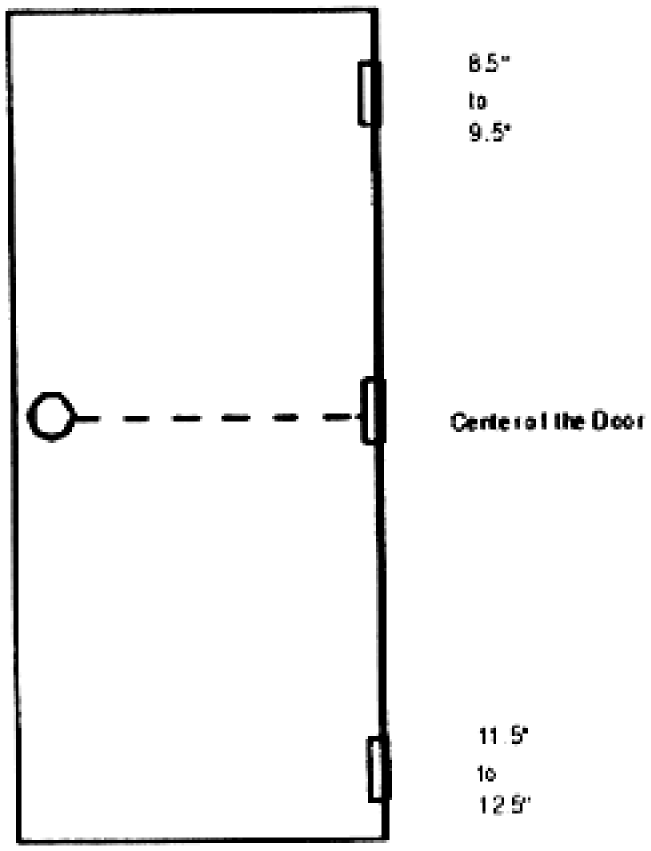

Figure 5-5. Placement of hinges on a typical door.

The hinges are usually hidden from view by the door frame. It is therefore necessary to know where the hinges are located on the doors. If the hinges are to be attacked, the point of attack again should be directly on the surface of the door or 1-inch from the surface of the door and at an approximate angle of 45-degrees. The assault team lines up on the opposite side of the door from the hinges. (See Figure 5-6.)

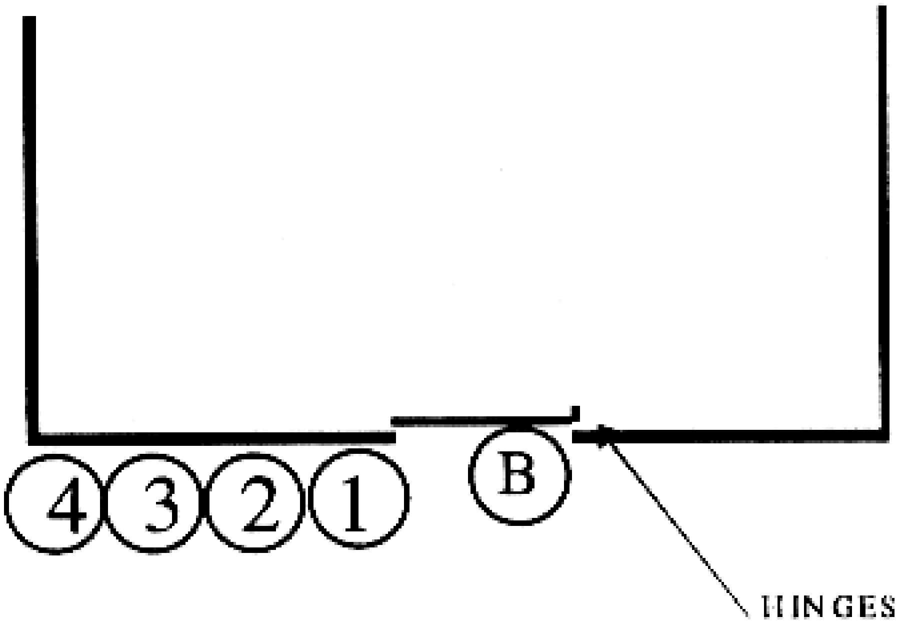

Figure 5-6. Position of assault team with breacher attacking the hinges of a door.

The hinges are the most positive point of attack, as they ensure a method of removing one side of the attaching points of a door. (See Figure 5-7.) If the locking mechanism is attacked, it is the added mechanisms such as sliding dead bolts, and chain locks that may not be destroyed.

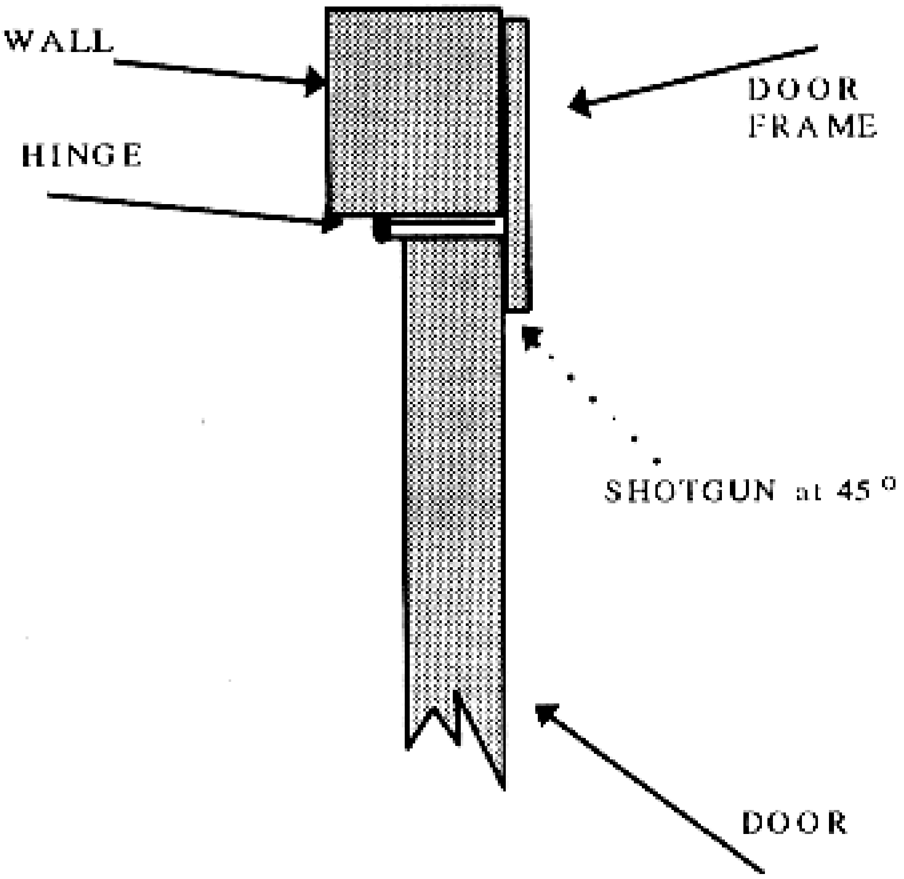

Figure 5-7. Top view of door.

LESSON OUTLINE

BARRIER PENETRATION

1. INTRODUCTORY STATEMENT. Direct action missions will always follow a general sequence: infiltration, movement to the target, engagement of the target, and exfiltration from the target. From infiltration to exfiltration you may encounter a wide variety of obstacles that you will be required to overcome prior to and after engaging your target.

2. TERMINAL LEARNING OBJECTIVE. As a Special Operations Forces (SOF) assault team member, given a barrier and breaching equipment, penetrate the barrier.

3. SAFETY CONSIDERATIONS. When using any of the equipment or techniques, as a minimum, always wear eye protection and some type of protective gloves.

4. ENABLING LEARNING OBJECTIVES.

a. First Enabling Learning Objective. As a SOF assault team member given a mission to assault a target, identify the planning considerations needed to accomplish the mission.

(1) First teaching point. The first planning consideration necessary to accomplish the mission is the determination of the methods that can be used to gain access to the target. These methods include--

(a) Force. Actions directed at overcoming elements of the barrier systems by overt, aggressive activities, expecting to be detected and fully prepared to forcefully defend against the response forces.

(b) Stealth. Actions directed at overcoming elements of the barrier system by avoiding or inactivating the elements in an attempt to prevent detection.

(c) A combination of force and stealth. Actions consisting of the use of both force and stealth methods.

(2) Second teaching point. Another planning consideration is the equipment that must be used to accomplish the mission.

(a) In a thorough target analysis identify the equipment needed.

(b) Test and rehearse with all the equipment you intend to use on the mission. Use barriers similar to the ones you plan on breaching in the actual mission.

(3) Third teaching point. Another planning consideration is time. Through rehearsals you can begin to pinpoint your probable time on target or the amount of time it will take you to breach each individual barrier.

(4) Fourth teaching point. The last of the planning considerations is the use of imagination. Imagination will aid you in exploring different methods of breaching targets. It will also aid you in planning for and defeating obstacles encountered while you are on the ground.

NOTE: Always have a contingency method, or a backup, if the primary method fails.

b. Second Enabling Learning Objective. As a SOF assault team member given a target area, identify each type of barrier and discuss techniques that can be used to defeat each type.

(1) First teaching point. Fences. Fences are one type of barrier you may encounter when entering a target area. There are two basic classes: electric and nonelectric.

(a) Electric fences. Electrified chain-link fences are not common due to the amount of energy required to power them and the ease in which they are grounded by vegetation.

(b) Nonelectric fences. There are three basic types of nonelectric fences: boundary, temporary, and perimeter.

1. Boundary fences (cattle fence).

a. Four strands of barbed wire.

b. Signs are usually 50 feet apart.

NOTE: Do not consider boundary fences a physical barrier of any consequence.

2. Temporary fences. A temporary fence ranges in height from 7 feet using 4-inch by 4-inch or 6-inch by 6-inch posts and 10 gauge mesh to 8 feet with 2 3/8-inch (2.375-inch) (outside diameter) galvanized pipe posts set in concrete and 11 gauge chain-link mesh bracing with 45-degree L-shaped extension arms with three strands of barbed wire on top of the arms. Penetration time is 3 to 18 seconds using gloves, bolt cutter, or pipes as aids, but you must test this in accordance with the way you plan on attacking the fence.

3. Perimeter fences. Perimeter fences are actually security fences. There are three classes of security fences: Class A, maximum security; Class B, medium security; Class C, minimum security. All security fences have the following things in common:

a. They consist of galvanized steel posts and galvanized steel mesh fabric. They have 45-degree L-shaped extension arms that angle outward with three strands of barbed wire on the top of the arms or a V extension with three strands of barbed wire on each side of the V.

b. They are not less than 7 feet high.

c. They are braced as necessary, usually at all corners and at gate openings.

d. The fabric/mesh is usually clamped to a bottom rail or cable, but it can also be anchored in concrete.

e. All rails, along with all other fence hardware, are located on the inside of the fabric/mesh.

f. All vertical posts are anchored in circular concrete footings.

NOTE: Government agency tests show that chain-link fences do not deter determined adversaries for more than 30 or 40 seconds.

(2) Second teaching point. Enhancements. Enhancements for perimeter fences are--

(a) Barbed wire. There are two types of barbed wire:

1. Spool or line wire with two to four barbs 3- to 6-inches apart.

2. Concertina barbed wire with four barbs 2-inches apart or 36-inch diameter, 50 feet long, single strand spring steel barbed-wire concertina (BWC).

NOTE: Barbed wire will snag or rip clothing, but it seldom punctures or lacerates a properly prepared adversary.

(b) Barbed-tape concertina (BTC). BTC was developed by the West Germans in the 1950s and is currently used as military concertina. It is usually 36-inches in diameter and 50 meters long and can be attached horizontally on the fence or horizontally on the ground. If a concertina fence is encountered, whether it be on an existing fence or triple, double, or single strand, it can be defeated in one of the following ways:

1. Use S-shaped hooks to pull the wire in any direction.

2. If the wire is on the ground and you elect to go under it, use Y-shaped stakes to prop up the fence so that you can crawl under it.

3. If you decide to go through the wire, cut it with fencing pliers.

4. Throw a piece of tarpaulin or an old blanket over the wire to give you a path of movement, or lay a plank on top of the concertina and crush it down. Nevertheless, remember that walking over the barrier with any of these methods may be difficult especially with equipment.

(c) General purpose barbed-taped obstacle (GPBTO) (also known as razor tape). GPBTO comes in three basic types: Type I, Type II, and Type III.

1. Type I--black finish (military).

2. Type II--stainless steel. The only differrence between Type II and Type I is that when erected, Type II forms a double spiral (one right-hand lead and one left-hand lead). This GPBTO is approximately 66 feet long and has a 30-inch diameter.

3. Type III--single strand 18-inch diameter. It can be affixed to the fence to eliminate handholds.

(3) Third teaching point. Mechanical breaching of a fence. Fence breaching can be done in three ways: going over the fence, going under the fence, or going through the fence.

(a) Going over a fence. Five methods can be used to go over a fence.

1. Ladder. A ladder provides the easiest means of going over a fence. Use a second ladder to descend on the other side of the fence. The different types of ladders that can be used are the four-fold ladder, the two-fold ladder, a sliding ladder, and a single ladder--all of different lengths.

a. Advantages. Using a ladder provides the fastest and easiest way to ascend/descend.

b. Disadvantages. The ladder itself is long and awkward. Infiltration with the ladder is difficult. The ladder must be the correct length (not too short or too long). Use of the ladder creates noise.

2. Building climbing techniques.

a. Advantages. No equipment is necessary.

b. Disadvantages. It is difficult to get the last man over. BWC, BTC, and GPBTO can injure personnel and slow them down. These techniques work only on certain types of fences.

3. Building climbing techniques using a carpet. Throw the carpet over the fence to compress the concertina and to protect the climbers.

a. Advantages. The carpet protects the climbers, it reduces noise, and it is relatively easy to infiltrate with. (This depends on the type and length of the carpet and the infiltration technique used.)

b. Disadvantages. Depending on the type of infiltration, infiltration with a carpet could create a problem in air and water operations. Also, the carpet is difficult to retrieve and leaves behind physical evidence.

4. Pipe lengths on fence corners. Insert 3 foot lengths of pipe into the fence corner to create a ladder for the climbers to use. The pipe ends can be threaded and used with couplings so that when they are connected they can be used to pry up the fence.

a. Advantages. The pipes are man portable (an M1950 weapons container can be used for parachute infiltrations), and they can be used for dual purposes, such as a strecher for wounded personnel. Wrap the pipes with tape to help eliminate noise. To cut down on weight, use pipe made of a heavy gauge aluminum.

b. Disadvantages. The pipe lengths are heavy and reduce the amount of equipment you can carry.

5. Ladder steps. Hook aluminum ladder steps onto a fence to create a foothold for the climbers. Advantages: The ladder steps can be made of lightweight material. They are quick and easy to use. They can be used in conjunction with carpet. They are man portable. When wrapped in tape, they cut down on noise. And they are easily manufactured.

(b) Going under a fence. Going under a fence can be accomplished easily only if the bottom of the fence has not been anchored in concrete or has a cable running through it. Several methods can be used to go under a fence.

1. The winch (come-along) method. Simply hook the come-along to the bottom and the top of the fence and work the handle until there is enough room to crawl under the fence.

a. Advantages. The winch can be used in a short amount of time and is effective.

b. Disadvantages. The winch is noisy, and it is hard to disengage if a clandestine operation is to be performed.

2. The improved come-along method. This is simply two quick releases with a 2 foot strap of 1- or 1 1/2-inch cotton webbing with a buckle attached to one end. Simply hook the device on the fence at the desired points and pull upward on the strap. This will raise the bottom of the fence to the desired crawl space. To disconnect the device, simply pull up on the quick release. Advantages: The device can easily be manufactured at the rigger shed, it is lightweight, and it is very fast.

3. The snaplink and sling rope method. Lock a snaplink onto the bottom of the fence. Lock a second snap link onto the top of the fence. Secure the sling rope to the bottom snaplink and put the running end of the rope through the top snap-link. Then pull down on the rope; this will pull the bottom of the fence up. You can then tie the rope off. For more leverage you can run the rope through the snaplinks twice.

4. The pole and loop method. Loop an A-7A strap through a link in the fence, around a pipe or pole that is under the fence, and then through a friction buckle. When the strap is pulled, the pole is pulled upward, raising the fence.

(c) Going through a fence. Going through a fence can be accomplished easily in a short period of time by using a small pair of wire cutters, fencing pliers, or bolt cutters. Wrap the fence link with a cloth strip to cut down on the noise of the cutting action. Make a cut in the fence large enough to accommodate the largest man in the assault element.

(4) Fourth teaching point. Doors. Generally, doors are considered one of the weakest links in a structure. Doors are constructed of many different materials and in many different sizes, and they have many different functions. Because of the many variations and the different construction techniques, this section will cover only the most common types of doors in generic terms. The two categories of doors covered in the section are wooden doors and security doors.

(a) Wooden doors. There are basically two types of wooden doors: internal and external.

1. Internal doors. Internal doors, commonly called hollow core doors, are one of the weakest, if not the weakest, kinds of doors. Internal doors consist of a 2-inch by 2-inch frame with 1/8-inch paneling.

2. External doors. External doors are either solid core doors or fiber-filled doors.

a. Solid core doors consist of 2-inch by 2-inch panels laminated together (for the total length and width of the door) with a 1/8-inch panel laminated to both sides. Solid core doors are designed to hinder break-ins.

b. Fiber-filled doors have a 2-inch by

4-inch frame with wood chips and extonal glue pressed into the core after hardening. Fiber-filled doors are as hard as or harder than a solid core door.

(b) Security doors. Security doors are usually 1 3/4-inches thick with 16- to 18-gauge steel paneling that can be filled with polyurethane for deadening sound, again with many different variations.

(5) Fifth teaching point. Mechanical breaching of doors. A door is considered one of the weakest points in a structure. For example, people will construct a building with concrete walls and a steel door frame and then will install a wooden door or a lightweight steel door.

(a) You can easily penetrate all wooden doors (hollow core or solid) by using a sledgehammer, a large crowbar, or a hooligan's tool. However, be prepared for doors augmented with steel or wooden bars that span the entire width of the door and attach at the frames.

(b) Security doors are one of the hardest kinds of doors to breach with manual tools. Breaching these doors sometimes requires tools not included with a unit's table of organization and equipment (TOE), although you can use cutting torches and explosives to breach these doors.

(c) You can usually remove hinge pins or door hinges on the outside of external doors by simply removing the pin itself. But you can defeat nonremovable hinge pins by using explosives, shotguns (not effective on steel doors unless special rounds are used), a cutting torch, or a sledgehammer and a chisel.

(6) Sixth teaching point. Ballistic or shotgun breaching of doors. If a door is a weak point in a structure, the hardware is the weak point in the door. Attack the door at one of two points: either where it attaches to the frame or at the locking mechanism. This technique is most effective on wooden or thin-gauge steel doors.

(a) Attacking the hinges. The hinges may or may not be exposed. If they are exposed, simply attack each hinge. This, however, will expose you to hostile fire through the door. If the hinges are not exposed, then there is a lot of guesswork involved.

(b) Attacking the locking mechanism. The locking mechanisms are almost always visible on both sides of a door. Attack each mechanism at the location of the securing device, i.e., deadbolt, header, footer.

NOTE: The muzzle of your shotgun should make solid contact with the door or frame surface. This will reduce any splash from pellets that could ricochet off of the hinges or lock hardware and injure the assaulters. If the stock of the shotgun has been removed and replaced with a pistol grip, DO NOT take up a good stock weld and sight picture.

TIPS FOR THE TRAINER

Some of the best sources for current equipment and techniques for barrier penetration are emergency rescue teams, and fire departments. They constantly use their skills in rescue operations and can give you new approaches to engaging barriers.

Configure all your tools for live operations prior to movement. Paint or tape all shining metal. The tape will also help suppress noise. Attach a sling to sledgehammers, large crowbars, and bolt cutters so they can hang tight to your body. Half-inch tubular nylon webbing makes an excellent sling.

Keep all breaching equipment in excellent repair. Sharpen the edges if they require it and keep the tools well oiled. Do not allow the team equipment to be used for personal/home use. If this happens, you will found out after you have deployed that some equipment is missing or is not in proper working condition.

The most important factor in barrier penetration is to rehearse with the equipment you will use against the targets you will encounter. According to Center for Army Lessons Learned, Newsletter No. 92-4, during Operation Just Cause "soldiers employed several ineffective and dangerous techniques to breach various fences, walls, and barred doors with grenades, rifle fire, and even anti-tank weapons." What works in the movies and books is a product of the writer's imagination. Don't get caught in a situation where you have no equipment and have to rely on "Rambo techniques" to enter a structure.

If your infiltration into an area is through a fence or a wall and you plan to exfiltrate from the same entry point, consider placing security on that site.

In shotgun breaching it is important to get as close to the targeted area as possible, especially at night. It is difficult to engage the hinges or locking mechanism from farther than several inches away. Place the muzzle of the shotgun directly on the door. This will prevent the assault team from being injured by pellets ricocheting off of the door hardware.

A good reconnaissance will show you the areas to attack. It is not uncommon in large complexes to find holes under the fences, cheap locks on the gates, vegetation growing over the fence, or burned out security lights on the perimeter. DO NOT OVERLOOK THE OBVIOUS.

CHAPTER 6

PRINCIPLES AND FUNDAMENTALS OF CLOSE QUARTERS COMBAT (CQC)

CONTENTS

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Lesson Outline (Close Quarters Combat)............6-3

Verbiage for Command and Control..................6-22

Tips for the Trainer..............................6-24

INTRODUCTION

Conducting operations in an urban environment is one of the most difficult types of combat operations. You are operating in an arena in which every building is a barrier or a target. Your movement is constrained, as is command and control on all levels. When entering a multidimensional building, sectors of fire will change from room to room; confusion will increase, as will the chances of fratricide. You may also encounter many noncombatants, which makes target identification vital. The Army's experience in this field has not been enhanced in recent years despite its conduct of urban operations during Operation Just Cause and Desert Storm. With the upsurge of low-intensity conflicts, CQC will become more important. The information contained in this chapter will give you an excellent foundation for building upon the abilities and confidence of a trained shooter so that he can effectively operate as a member of an assault team.

The close quarters combat chapter of this special text has been organized as follows:

a. Lesson Outline (Close Quarters Combat). The outline begins with the three principles of CQC: surprise, speed, and violence of action. It continues with the six fundamentals of CQC: dominate the room, eliminate the threat, control the situation and personnel, search the dead, search the room, and evacuate personnel or equipment. It describes the four-man line up, the techniques and the actions taken at the point of entry, and the fields of fire for each individual in a room that has a center door or a corner door.

b. **Verbiage for Command and Control.** This contains a list of terms that will be used during a live-fire exercise. Command and control is of great importance when the adrenaline is flowing and when high-pitched sound is roaring throughout the building. Under these stressful conditions the situation can easily get out of control.

c. **Tips for the Trainer.** These are helpful ideas on how to conduct CQC training safely and effectively.

LESSON OUTLINE

CLOSE QUARTERS COMBAT

1. **INTRODUCTORY STATEMENT**. As in any military operation, the assault that takes place in a confined area must be planned and executed with much care. The principles and fundamentals of room combat/clearing must be closely observed during this type of operation in order for it to be successful. By far, the single most important thing we can do for ourselves is to rehearse. Rehearsals on how to move through a room or a building, getting accustomed to the feel of it and experiencing the problems associated with it, help us become better prepared to conduct this type of operation. We must practice CQC over and over again, just as we practice immediate action drills again and again.

2. **TERMINAL LEARNING OBJECTIVE**. As an assault team member given a requirement to enter, clear, and dominate a room or structure during varying light conditions, apply the principles and fundamentals of room combat/clearing, to include actions at the point of entry, movement into the room or structure, and domination and control of the room or structure while eliminating the enemy.

3. **SAFETY CONSIDERATIONS**. The unit SOP will be strictly adhered to. All personnel will be read an overall safety briefing and other applicable apparatus-specific safety briefings prior to the start of all live-fire training sessions. See Chapter 7 for examples of an overall safety and an apparatus-specific briefings.

4. **ENABLING LEARNING OBJECTIVES**.

a. First Enabling Learning Objective. As an assault team member, unaided, identify and describe the principles of room combat and the importance of each.

(1) First teaching point. The three principles of room combat are surprise, speed, and violence of action. Proper application of the these principles will allow an assault team to effectively conduct a room clearing operation.

(2) Second teaching point. **SURPRISE**. Surprise, above everything else, is the key to the assault. The element of surprise ensures that the assault team has the advantage of preparedness prior to room entry. Not only does this enormously benefit the assault team, it startles and throws the enemy off guard. Surprise is gained through extensive and thorough planning, to include rehearsals, and the proper application of stealth.

(3) Third teaching point. **SPEED**. Speed in close quarters combat will often act as security, just as in patrolling.

It enables the assault team to use those first few vital "surprise seconds" while the opposition is still disoriented to their maximum potential. It is important to understand that speed of movement is best described as a "careful hurry." You should not move faster than you can effectively engage targets in the room. Speed is not defined as how fast you move, but how fast you eliminate the threat within the room.

(4) Fourth teaching point. VIOLENCE OF ACTION. Violence of action can be described as a sudden and explosive force that eliminates the threat with the least chance of compromise. When this is coupled with speed, it enables the assault team members to maintain their element of surprise, thereby preventing the opponent from delivering any coordinated or planned reaction. Violence of action is not limited merely to massive firepower, it also includes a mental condition or mind set. The assault team members' mind set is one of complete psychological domination and total control of a given situation. This is achieved through proper application of the principles of room clearing.

b. Second Enabling Learning Objective. As an assault team member, unaided, identify and describe the fundamentals of room clearing and the importance of each.

(1) First teaching point. The six fundamentals of room combat are those actions taken by the assault team that ensure a clearing operation is successfully and effectively completed. Failure to properly execute any one of the fundamentals may result in mission failure or friendly casualties.

(2) Second teaching point. DOMINATE THE ROOM. A room is dominated by the assaulters moving to points that allow total control of the room with proper interlocking fields of fire. The occupation of these points of domination serves to overwhelm the enemy and provide different angles of fire that cover as much potential dead space as possible.

(3) Third teaching point. ELIMINATE THE THREAT. The team must effectively eliminate the threat as quickly as possible. This is done through use of accurate and discriminating fire while the individual assault team members are moving to their points of domination. If a room is known to contain only enemy personnel, it may be cleared in a less discriminating manner. Concussion or fragmentation grenades may be used in this case. However, if a room contains noncombatants, the assault team members will identify the threat using three criteria.

(a) Look at the hands. A weapon in an individual's hands is the most positive means of identification of a threat. Weapons include firearms, any edged weapons, and anything else the assaulter deems a threat.

(b) Be alert for threatening actions. An assaulter will eliminate any target that executes any action that he perceives as a threat to him or the team. To hesitate may be a fatal mistake. A threatening action may be drawing a weapon, rushing an assaulter with the intent of engaging him in physical combat, or reaching for a weapon or grenade. During a rescue operation it is possible that noncombatants may panic and appear to rush the assaulter with the intent of engaging in physical combat. At this point the use of nondeadly force must be used to disable the individual. However, the individual assaulter is the only one who can determine whether or not he thinks a particular action or individual is a threat.

(c) Positively identify the target. Identification of a threat target by simple physical identification is a matter that must be addressed in the rules of engagement. In some cases a threat may be identified by a particular uniform or type of dress. However, in urban counterinsurgency operations, simple uniform identification may not be possible, and any other means of recognition (e.g., facial features) may not be acceptable as a positive means of identification. CLEARLY DEFINED RULES OF ENGAGEMENT ARE CRITICAL.

(4) Fourth teaching point. CONTROL THE SITUATION AND THE PERSONNEL. It is essential that in the initial few moments of a clearing operation the team maintain total control of the situation and all personnel in the room, to include wounded, noncombatants, and the team members themselves. Loss of initial control is something that is not easily regained. The team leader or a designated team member must immediately begin speaking to any people in the room in a loud, commanding voice and must take charge. Verbiage should be short and to the point, and it should be loud enough to be heard by those whose hearing may have been damaged by the sound of gunfire and explosives.

(5) Fifth teaching point. SEARCH THE DEAD. After the threat has been eliminated, the dead must be searched to ensure they are dead and no longer pose a threat. This is done by removing any weapons near the body and by administering an "eye thump," which would cause a deep pain response in any conscious person. This search should be conducted by a two-man search team so that one team member can provide cover to the other team member as he conducts the search. Any further search of the body for documents or other information will be dictated by the mission, the time available, and the unit SOP.

(6) Sixth teaching point. SEARCH THE ROOM. A quick cursory search of the room must be made to determine any other potential threat to the team. Such a search is done quickly, according to team SOP, and with as little disturbance to the room as possible. A more detailed search may be conducted if it is dictated by the mission. Caution should always be used if the possibility of booby traps exists. If live personnel are to be given a cursory or detailed search, the search should be done at

this time as part of the search of the room. Personnel searches are conducted at the discretion of the team leader and according to the mission, the time available, and the potential risk to the team.

(7) Seventh teaching point. EVACUATE PERSONNEL OR EQUIPMENT. If personnel or equipment recovery was the purpose of the clearing operation, the personnel or equipment should be evacuated immediately from the target area and extracted with the team. If there is nothing to evacuate, the team will withdraw from the target and continue with the planned mission. The possibility that there might be a reaction force or surviving enemy personnel on the target demands that rear security be maintained at all times while the team is evacuating or withdrawing from a target that has just been cleared.

c. Third Enabling Learning Objective. As an assault team member, unaided, identify actions taken at the point of entry.

(1) First teaching point. Movement techniques for approaching a target building are dictated by several factors. Among these are the mission, cover and concealment, lighting conditions, the type of breach to be used, and terrain. In all cases the assault team will use either a modified bounding or a bounding overwatch technique to approach the building. This will ensure that the basic patrolling principle of security is not violated and that cover is provided to the approaching assault team. No two approaches will be alike, just as no two targets are exactly alike.

(2) Second teaching point. The assault team should, whenever possible, line up on the side of the door that provides them with the path of least resistance upon entering. The swinging door is an obstacle that can best be avoided by lining up on the correct side. If the door opens inward, the team should line up on the hinge side. If the door opens outward, the team should line up on the doorknob side. Lining up on the correct side will result in the fastest and smoothest entry possible.

(3) Third teaching point. Prior to entry, door position, individual equipment configuration, and weapon positions are important. Assault team members should get as close to the entry point as possible, staying in a crouched position. They should never take their eyes off of their respective areas of responsibility, especially the first man who has coverage of the entry point itself. Team members should keep their individual equipment to a minimum, and it should be configured so as to reduce noise and bulk, thus aiding in stealth and speed. They should hold their weapons in their firing hand in either a high or a low ready position and point it in a safe direction. They will not point the muzzle at another team member. They will keep their weapons on "safe" and their finger outside of the trigger guard until they enter the structure and identify a target.

(4) Fourth teaching point. If a stealthful approach to the breaching point is possible, the team will use a "thumb back, squeeze up" technique to ensure all team members in the line up are prepared prior to entry. This technique reduces risk of compromise by eliminating verbal and audible signals.

(a) The number one man assumes his position on the door first. His eyes and weapon are oriented on the door. When he feels comfortable with his position, he will signal the number two man by passing back a thumbs-up. The number two man will acknowledge receipt by squeezing the number one man's thumb. An alternative method, which does not require the number one man to remove his nonfiring hand from the weapon, is for the number one man, once set, to raise and lower his weapon three times while maintaining the stock in his shoulder. This will signal the number two man that the number one man is set. The number two man can acknowledge with a squeeze or a silent tap and then continue as before.

(b) The number two man will close in tight with his weapon oriented in the direction he will move when he enters the room. If he is to clear to the left, his weapon will be on the left side of the number one man. This ensures rapid target acquisition without sweeping his weapon across the body of the number one man. After he has received and acknowledged the thumbs-up of the number one man, the number two man will pass the same signal to the number three man.

(c) The number three man will take the same actions as the number two man. The only difference is that the number three man's weapon will be oriented to the opposite side, as he will move in the opposite direction of the number two man upon entry.

(d) The number four man will take the same actions as the number three man, but his weapon will be oriented in the direction he intends to go upon entry. His position and actions may be modified if he is responsible for the rear security of the team. When he squeezes the thumb of the number three man, the number three man will pass a final squeeze to the number two man who will pass the squeeze to the number one man so that each team member is aware that the others are prepared to enter.

(5) Fifth teaching point. If a stealthful approach is not possible, the team will modify the "thumb back, squeeze up" technique to increase speed of entry by reducing time at the entry point. After a bounding or a bounding overwatch approach, the team will pause at the door just long enough to pass up a squeeze from at least far enough back in the line up to provide enough assaulters to clear the first room. This is usually the number three man but may be modified based on the situation and the team SOP. This must be a rapid and controlled action, or the resulting confusion can be fatal.

(6) Sixth teaching point. Another modification to the approach and line up will result if explosive breaching is to be used as a primary means of entry. In this case the order of march and the areas of responsibility vary based on the charge to be used and other factors. A team SOP must be developed and rehearsed for approaches with breaching charges to maintain a smooth, controlled, and secure approach, charge placement, and line up. This SOP must include actions to be taken if the team is compromised as well as approaches to be used if a stealthful approach is not possible.

(7) Seventh teaching point. Another factor that may affect the approach is the passing of danger areas, such as windows. The team should rehearse actions to be taken when passing windows and other danger areas so that they will be able to pass smoothly and securely through these areas.

d. Fourth Enabling Learning Objective. As an assault team member, unaided, identify actions upon entry.

(1) First teaching point. Upon entry the first action the assaulters take is to clear the breaching point. It is essential that all team members pass through the threshold of the door as quickly as possible. Failure to clear the doorway quickly may result in team casualties. The doorway is the focal point of attention for anyone in the room. This is known as the "fatal funnel." By moving fast, the team will reduce the chances of being hit by fire directed at the door or entry point.

(2) Second teaching point. The next action the team takes is to eliminate the immediate threat. Team members should expect to encounter immediate threat targets, but should not look for them. If an immediate threat exists, there will be no doubt in the mind of the assaulter that he has encountered one. Immediate threats are defined by the following criteria.

(a) Any hostile target that blocks the movement of an assaulter to his point of domination is an immediate threat. Not only is the hostile target a danger, but in blocking the assaulter's path, he may keep the assaulter from clearing his entire sector and thus be a threat to the entire team and the mission.

(b) Any hostile target that is so close he cannot be ignored by an assaulter is an immediate threat. Although this is a vague criteria, the decision of what is too close is, in the final analysis, the decision of the individual assaulter. Only he can make the life or death decision as to what he can "ignore." However, at no time will an assaulter turn completely around to engage a target. Once you have passed a target, move on. Don't change your mind.

(c) The engagement of a perceived immediate threat cannot slow down the assaulter's movement. If the assaulter has to slow down to engage the target, the target is too far away to pose an immediate threat. Slowing down would also endanger the team as a whole by blocking them in the doorway and violating the principle of speed and the fundamental of domination of the room.

(3) Third teaching point. The next action to be taken is to clear the corners. It is essential that the assault team clears the corners and occupies them as points of domination. The number one man and the number two man are initially responsible for the corners. If the number one man and the number two man are unable to clear the corners, the number three man and the number four man must assume this critical responsibility.

(4) Fourth teaching point. Team members will move to their points of domination. This movement is a smooth and deliberate movement with a purpose. Domination of the room is critical.

(5) Fifth teaching point. While moving to their individual points of domination, the assaulters will collapse their sectors of fire and upon arrival at their points of domination will keep their weapons and their attention oriented on their areas of responsibility. The assaulters should collapse their sectors of fire in such a way that they are able to engage all threat targets prior to arrival at their points of domination if possible.

e. Fifth Enabling Learning Objective. As an assault team member, unaided, explain the techniques of movement into a room and individual sectors of fire.

(1) First teaching point. Points of domination in a room are dictated by the location of the entry point in relation to the room itself. In the vast majority of rooms, doors can be grouped as either center doors or corner/offset doors. If the team knows the configuration of the room prior to entry, they can preplan the points of domination. However, if the team does not know the configuration of the room prior to entry, they must be able to determine the type of room they are in and correctly determine and occupy the points of domination while clearing the room. This is not an easy task, and it can be accomplished effectively only through training.

(2) Second teaching point. When clearing a room with a center door, each man has his individual responsibilities.

(a) The number one man enters the room according to the path of least resistance, engages an immediate threat if encountered, and clears the corner to his front. As he penetrates deep into the room, his sector of fire shifts down the long wall. As he moves along the wall, his sector of fire collapses back to within 1 meter of the number two man. Upon occupation of his point of domination, the number one man keeps his weapon and his attention oriented on his sector of fire. He must penetrate deep enough into the room to clear his entire sector and effectively dominate the room. (See Figure 6-1.)

(b) The number two man enters the room immediately behind the number one man and moves in the opposite direction. He also engages any immediate threat he may encounter. His responsibility is to clear the corner to his front and collapse his sector of fire back towards the number one man while moving to his point of domination. His point of domination is the first corner he encounters. His sector of fire extends to within 1 meter of the number one man. (See Figure 6-1.) Occupation of these two opposing corners in the room serves to effectively dominate the room and provide angles of view that eliminate most possibilities for remaining dead space.

(c) The number three man enters the room and moves in the opposite direction from the number two man. He moves in the same direction as the number one man and collapses a sector of fire that begins slightly off-center of the wall opposite his point of entry and ends within 1 meter of the number one man. (See Figure 6-1.) The center of the room is determined by the center of the wall opposite the entry point. While moving far enough into the room to get out of the fatal funnel, the number three man collapses a sector of fire that slightly overlaps the number four man's sector of fire in the center of the room so that the center of the room is covered by both men. If there are any living or dead personnel behind the number one man, who are not covered by fire, these individuals become the number three man's responsibility.

(d) The number four man enters the room and moves in the opposite direction from the number three man. He moves to the same side of the room as the number two man and collapses a sector of fire that begins slightly off-center opposite the direction he intends to move. (See Figure 6-1.) This causes the number three man's and the number four man's sectors of fire to overlap; thus no area of the room is neglected in the initial clearing. The number four man occupies a point of domination just out of the fatal funnel, just as the number three man does. The number four man also has the responsibility of covering any personnel between himself and the number two man.

(e) This clearing action takes very little time and is very effective if properly executed. The occupation of opposing corners, the collapsing of sectors of fire, and the overlapping of areas of responsibility ensure a quick and thorough operation. (See Figure 6-2.) When the threat has been eliminated and control has been established, the team is ready for its next action. This action will be dictated by the situation and the mission.

(3) Third teaching point. Most rooms have doors that are in a corner or at an offset. Corner doors occupy less floor space in a room than offset doors. (A room with an offset door is cleared in the same manner as a room with a corner door when there is not enough room on the number two man's side to place two assaulters.) When clearing a room with a corner door or an offset

door, each assaulter has his individual responsibility, just as in clearing a room with a center door.

(a) The number one man enters the room, engages any encountered immediate threat, clears the corner to his front, collapses his sector of fire while moving to the corner, and occupies the corner as his point of domination. He collapses his final sector of fire to within 1 meter of the number two man. (See Figure 6-3.)

(b) The number two man enters the room, moves in the opposite direction from the number one man, engages any encountered immediate threat, clears his corner, and while moving to his point of domination collapses his sector of fire to within 1 meter of the number one man. His point of domination is the corner opposing the one occupied by the number one man. (See Figure 6-3.)

(c) The number three man enters the room and clears it in the same way he would clear a room with a center door. However, in this case the center of the room is determined by the corner of the room opposite the entry point (the 12 o'clock position). The number three man's sector of fire begins just off-center opposite the direction in which he intends to move and collapses toward and to within 1 meter of the number one man. (See Figure 6-3.)

(d) The number four man enters the room and clears it in the same manner as the number three man but on the opposite side from the number three man and in support of the number two man. He keys off of the corner opposite the entry point and collapses his sector of fire to within 1 meter of the number two man. (See Figure 6-3.) Figure 6-4 diagrams the interlocking fields of fire.

(4) Fourth teaching point. A vast majority of room layouts contain center and corner doors. However, if you encounter a room that does not fall into this category, you can still effectively clear the room if you follow the principles and fundamentals of room clearing and the specific actions upon entry that have been described in this lesson.

(5) Fifth teaching point. When a room has been secured, the team leader (usually the number three man) initiates a call for status. The call will inform the entire assault team as to each individual's situation. The call is also used for control purposes. After the team has secured the room, the team leader gives the command "Room clear." This notifies the follow-on team that the room has been cleared and they can safely enter the room. See page 6-22 for a list of terms used for command and control.

CENTER DOOR/#1 & #2 MAN

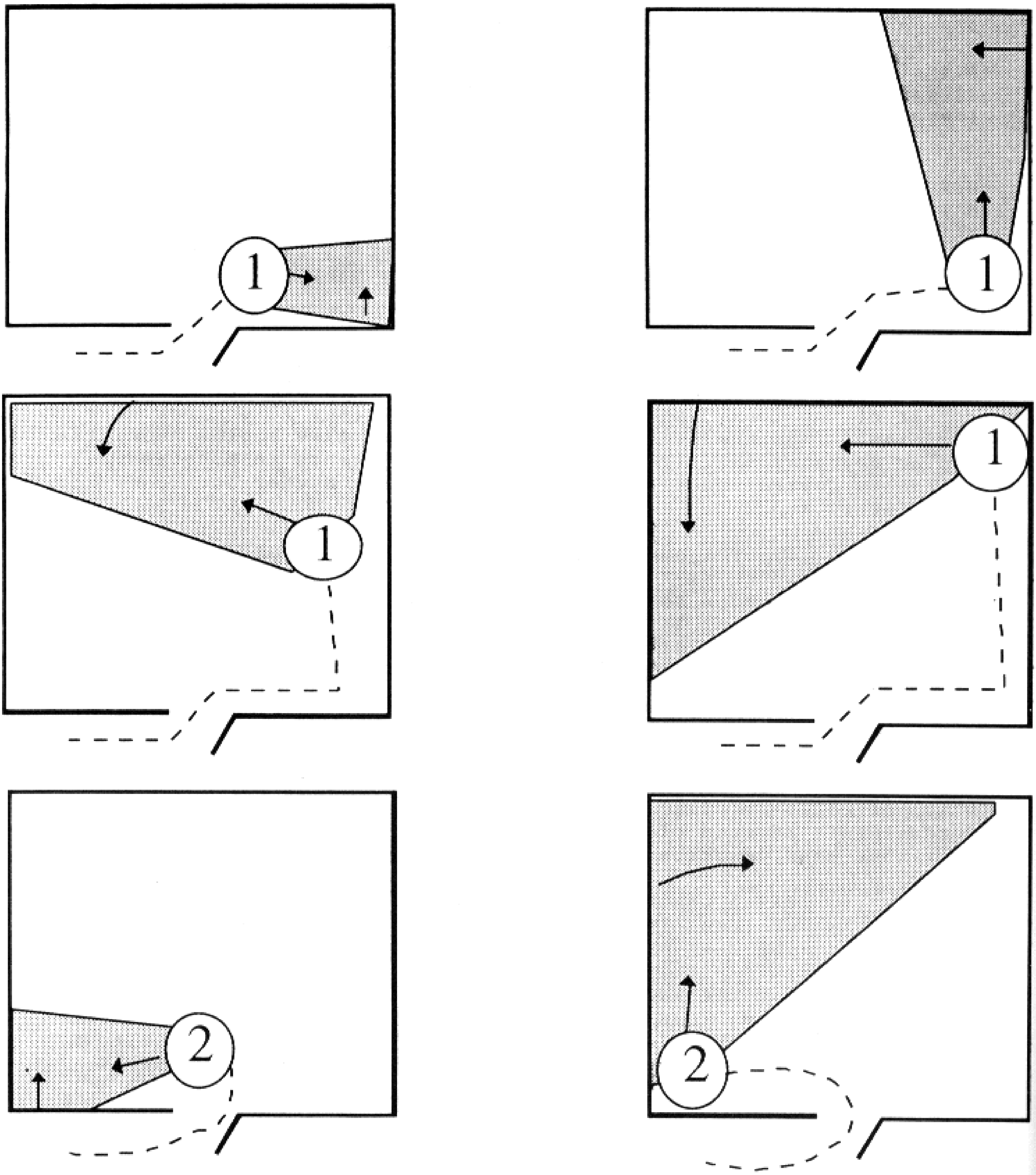

Figure 6-1. Clearing a room with a center door.

CENTER DOOR/#3 & #4 MAN

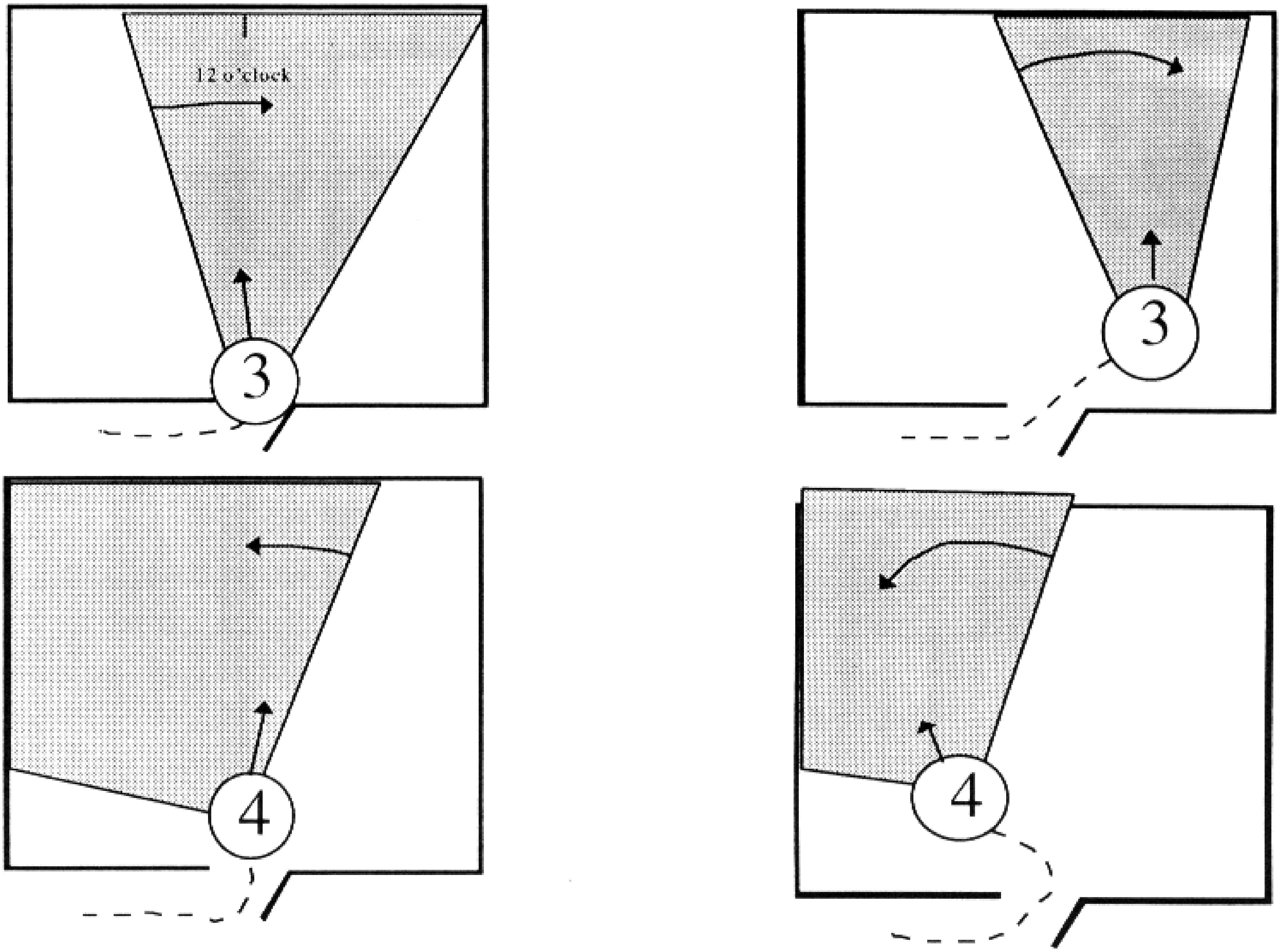

Figure 6-1. Clearing a room with a center door (continued).

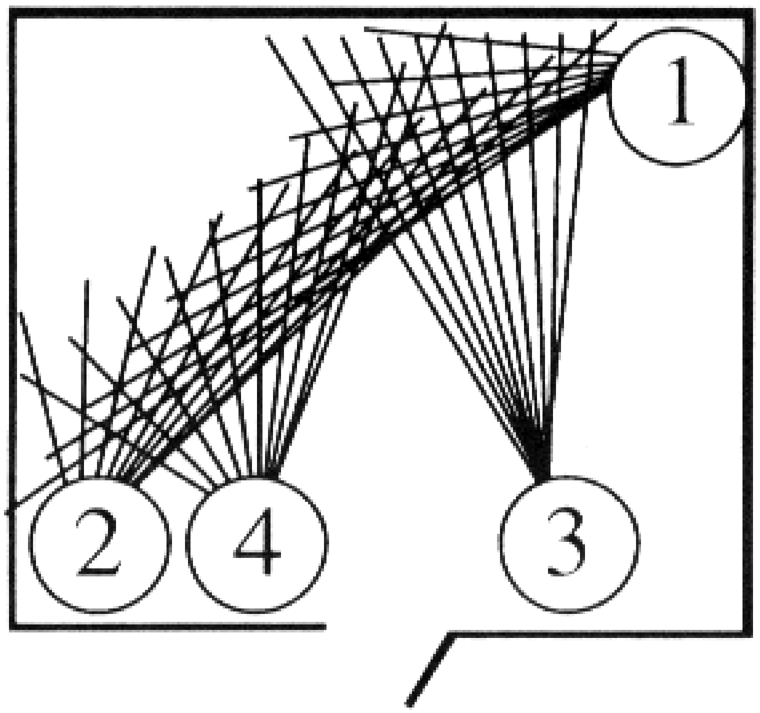

Figure 6-2. Interlocking sectors of fire for a room with a center door.

CORNER DOOR/NUMBER ONE MAN

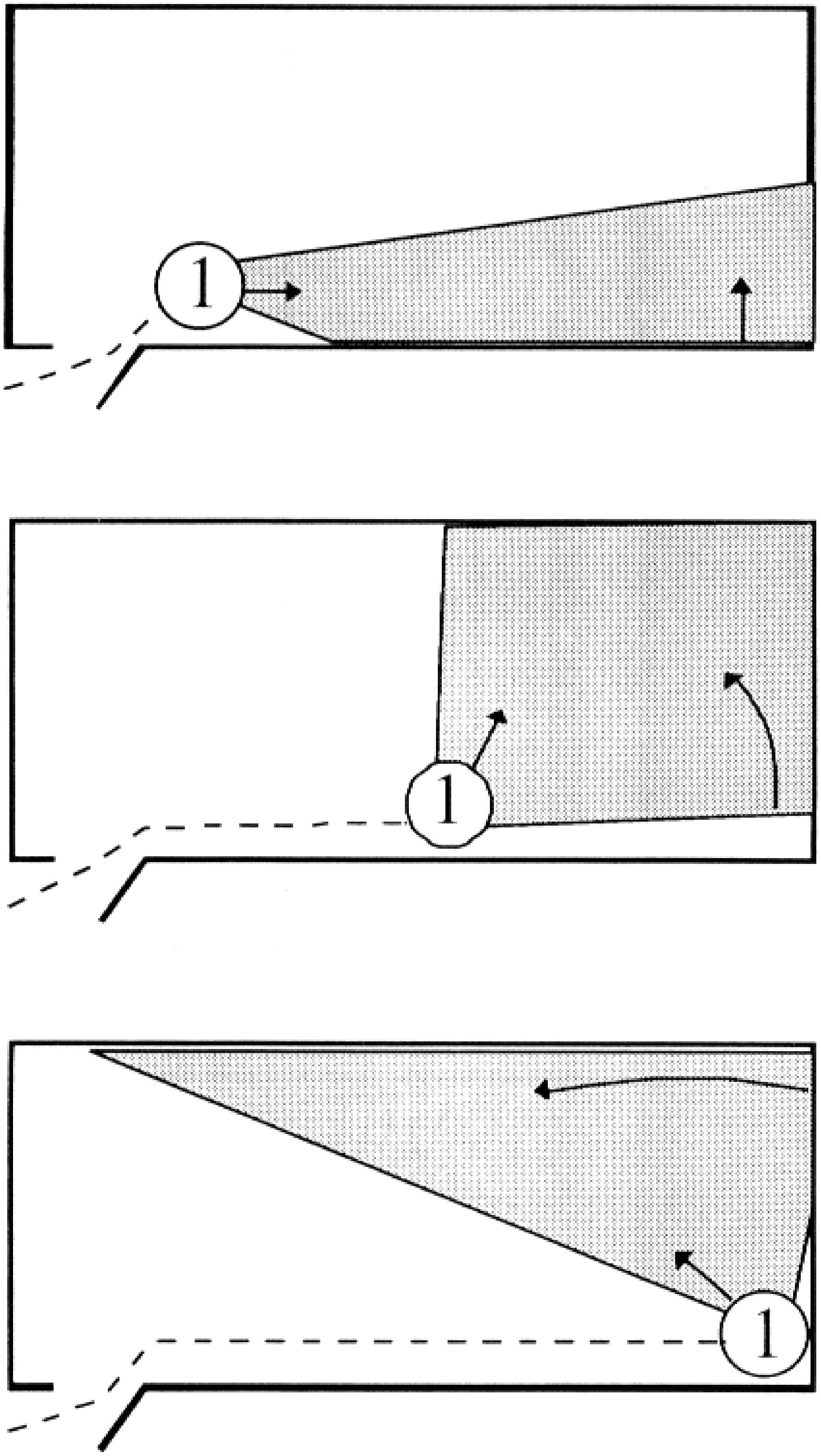

Figure 6-3. Route of the number one man in clearing a room with a corner door.

CORNER DOOR/NUMBER TWO MAN

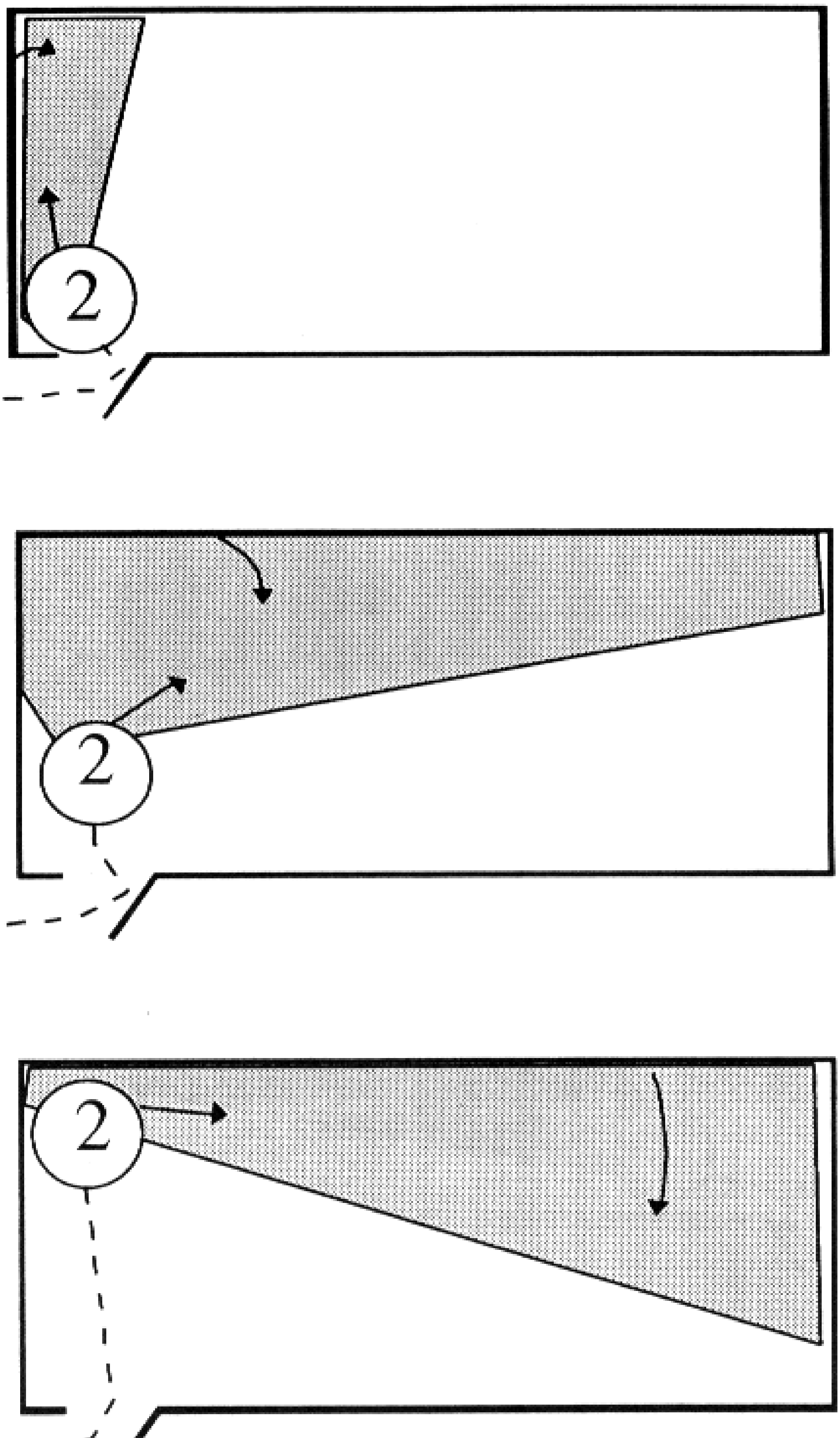

Figure 6-3. Route of the number two man in clearing a room witha corner door.

CORNER DOOR/NUMBER THREE MAN

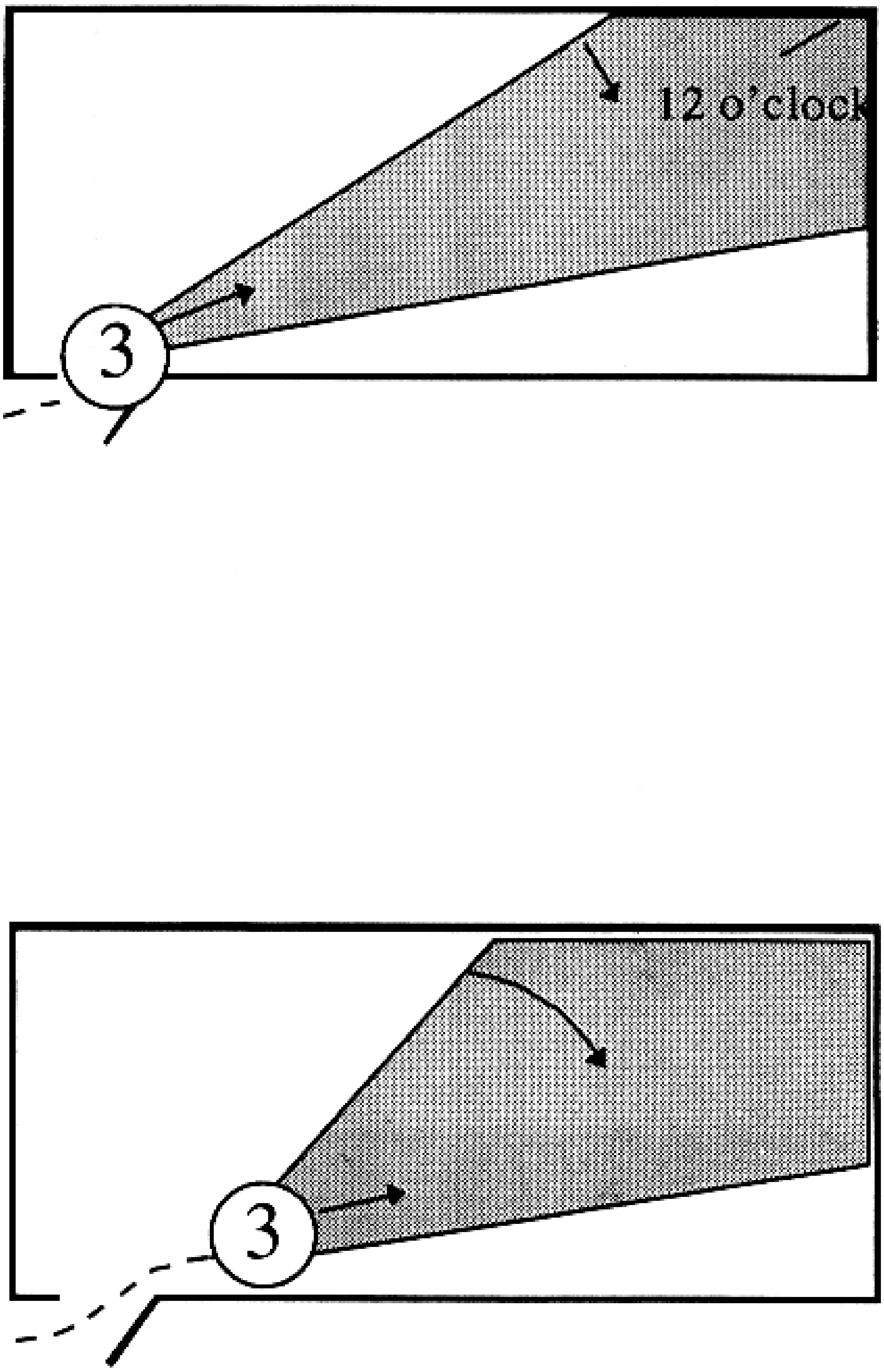

Figure 6-3. Route of the number three man in clearing a room with a corner door.

CORNER DOOR/NUMBER FOUR MAN

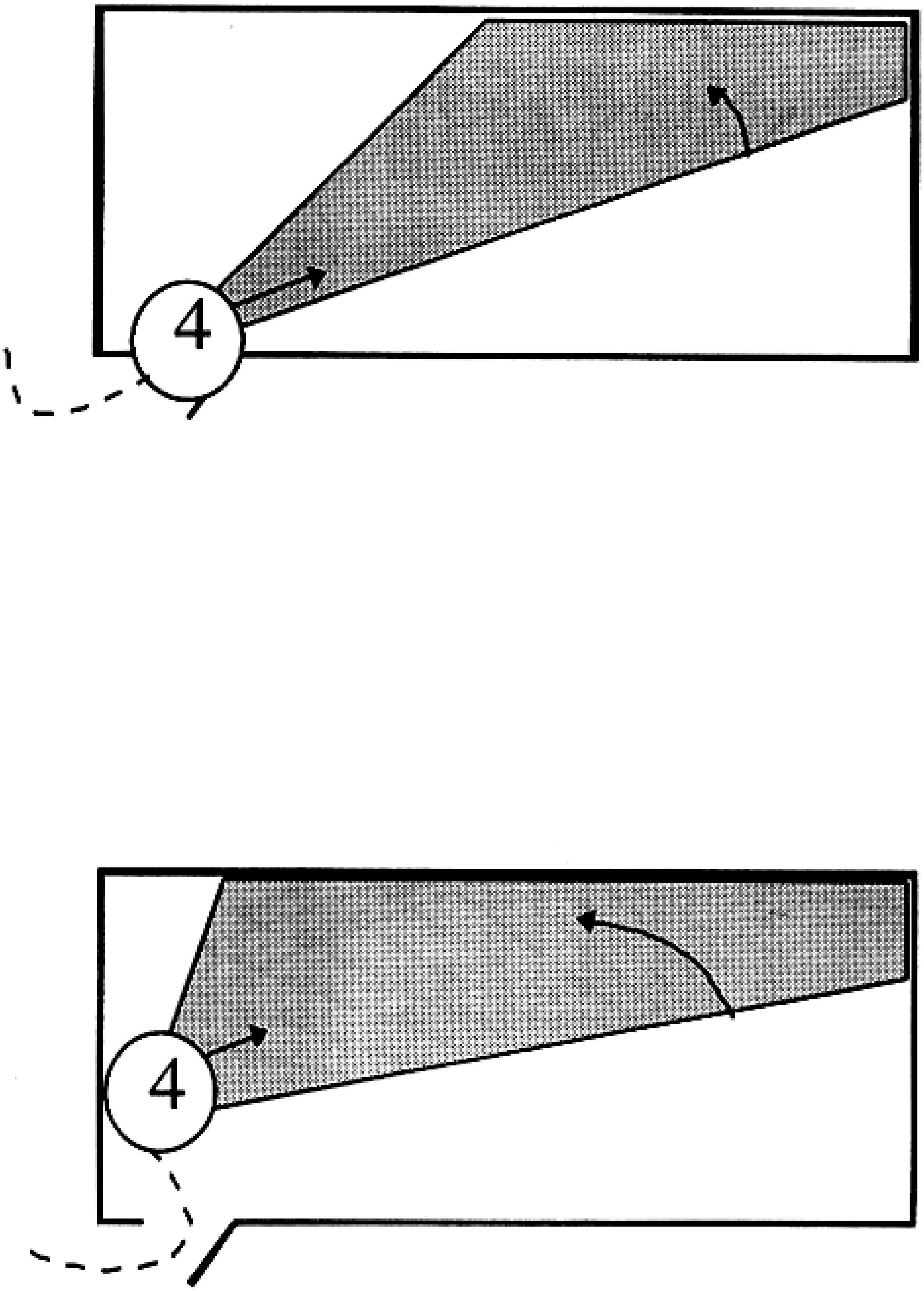

Figure 6-3. Route of the number four man in clearing a room with a corner door.

INTERLOCKING SECTORS

CORNER DOORS

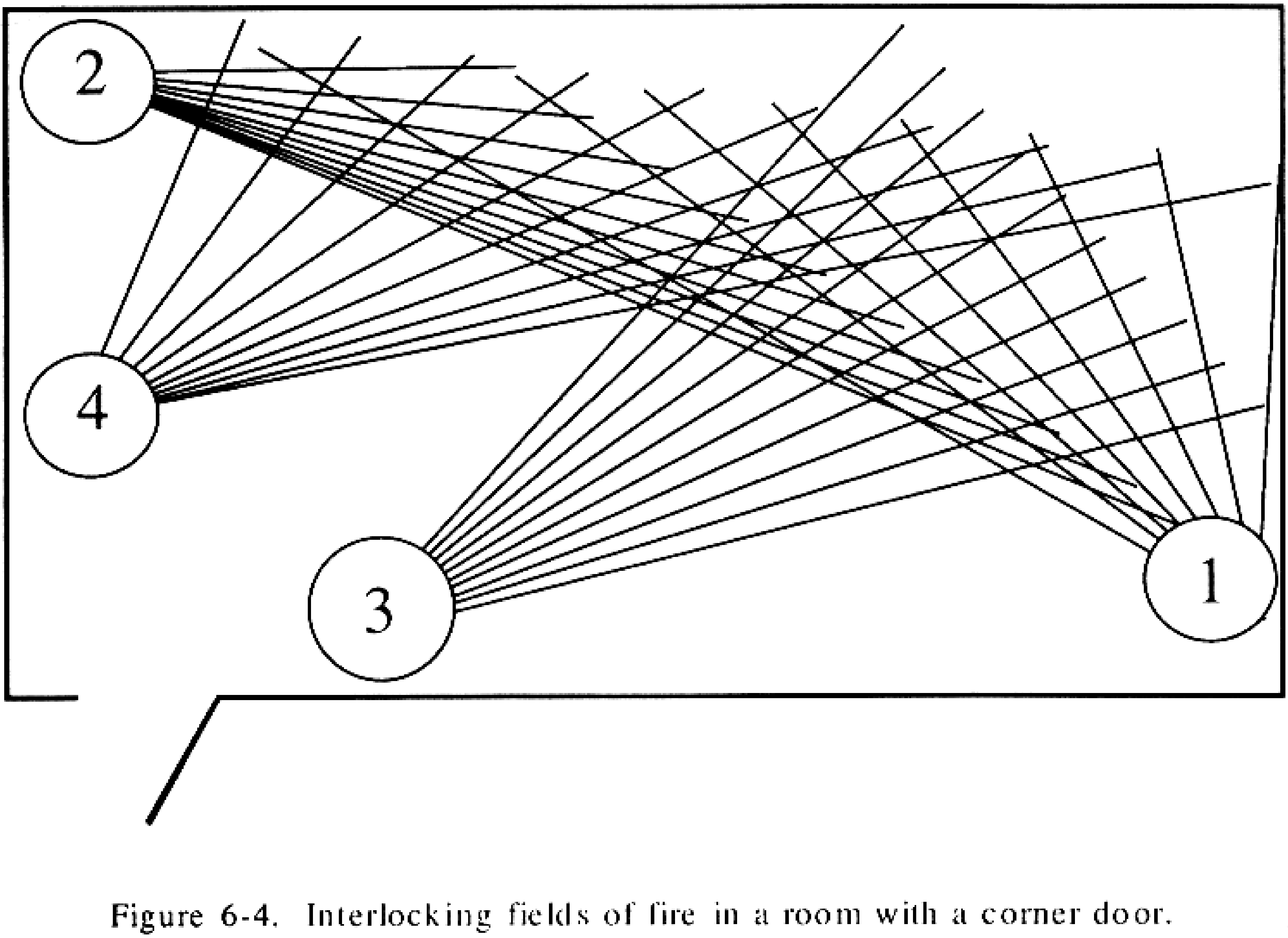

Figure 6-4. Interlocking fields of fire in a room with a corner door.

5. SUMMARY STATEMENT. Are there any questions on what we have covered up to this point? The objective of this lesson was to describe the basics of CQC, to include the fundamentals and principles of room clearing, the actions at the breaching point, and the actions upon entry. However, what we have discussed during this class are only the bare bones basics of this subject. CQC requires extensive practice and training with your team to bring about a level of proficiency and teamwork necessary for a successful operation. It is an extremely perishable skill.

NOTE: After the class a 2 or 3 hour dry-fire exercise should be conducted so that the assaulters can practice the teaching points contained in the lesson. An excellent way to conduct the exercise is to use a step-by-step demonstration of the teaching points. Line the team up outside the entrance and move them one step at a time through the procedures of room clearing. This procedure will demonstrate to every team member the correct weapons positioning to be used, the distance that should be maintained between team members when entering a room, the correct movement through the entrance, each team member's point of domination, the primary and secondary sectors of fire, and the interlocking fields of fire. You can stop the team at any time to point out mistakes, illustrate correct techniques, or question the individuals on individual or team responsibilities.

SESSION BREAKDOWN

SESSION 1. (1.5 hours in the classroom, 2.5 hours PE, two- and four-man teams)

a. Line up.
b. Clear the doorway/fatal funnel.
c. Eliminate the immediate threat.
d. Clear the corners.
e. Set up primary/secondary sectors of fire.
f. Dominate the room.
g. Eliminate the threat.

SESSION 2. (Four-hour live-fire PE, two-man teams)

a. Line up.
b. Clear the doorway/fatal funnel.
c. Eliminate the immediate threat.
d. Clear the corners.
e. Set up primary/secondary sectors of fire.
f. Dominate the room.
g. Eliminate the threat.

SESSION 3. (Four-hour live-fire PE, two- and four-man teams)

a. Line up.
b. Clear the doorway/fatal funnel.
c. Eliminate the immediate threat.
d. Clear the corners.
e. Set up primary/secondary sectors of fire.
f. Dominate the room.
g. Eliminate the threat.
h. Determine the team status.
i. Control the situation/personnel.

SESSION 4. (Four-hour live-fire PE, four-man teams)

a. Line up.
b. Eliminate the immediate threat.
c. Set up primary/secondary sectors of fire.
d. Dominate the room.
e. Eliminate the threat.
f. Determine the team status.
g. Control the situation/personnel.
h. Move to the entry point.
i. Conduct a weapons transition.
j. Search the dead.
k. Search the room.

SESSION 5. (Four-hour night live-fire PE, four-man teams)

a. Line up.
b. Eliminate the immediate threat.
c. Set up primary/secondary sectors of fire.
d. Dominate the room.
e. Eliminate the threat.
f. Determine the team status.
g. Control the situation/personnel.
h. Move to the entry point.
i. Conduct a weapons transition.
j. Search the dead.
k. Search the room.
l. Employ white light.

SESSION 6. (Four-hour live-fire PE, single team, multiroom)

a. Line up.
b. Eliminate the immediate threat.
c. Set up primary/secondary sectors of fire.
d. Dominate the room.
e. Eliminate the threat.
f. Determine the team status.
g. Control the situation/personnel.
h. Move to the entry point.
i. Search the dead.
j. Search the room.
k. Evacuate on command.
l. Report downed team member.
m. Breaching.

SESSION 7. (Four-hour night live-fire PE, single team, multiroom)

a. Set up primary/secondary sectors of fire.
b. Dominate the room.
c. Eliminate the threat.
d. Control the situation/personnel.
e. Search the room.
f. Search the dead.
g. Evacuate on command.
h. Employ white light.

SESSION 8. (Four-hour live-fire PE, multiteam, multiroom)

a. Set up primary/secondary sectors of fire.
b. Dominate the room.
c. Eliminate the threat.
d. Control the situation/personnel.
e. Search the room.
f. Search the dead.
g. Evacuate on command.
h. Breaching.
i. Conduct simultaneous entries, multiteam.

VERBIAGE FOR COMMAND AND CONTROL

During a live-fire run in an environment where teams are shooting and moving, command and control is critical. The assaulters will be very close to each other as they engage targets, and the high volume of noise from explosives, simulators, and individual weapons will make communications extremely difficult. It is therefore imperative that the verbiage used during the assault consist of terms that each assaulter is familiar with and knows how to respond to. The terms listed below should be a part of each team's vocabulary.

STATUS: A command given by the assault team leader that requires all team members to report whether their sectors are clear and whether they are prepared to continue the assault.

UP (one up, two up, three up, four up): A reply by each team member to the other team members acknowledging that his sector is clear and secured and he is prepared to continue the assault.

TRANSITIONING TO PISTOL: The assaulter is transitioning to his secondary weapon so that he can conduct a search or clear a confined area where the M16A2 would be a hindrance.

DEEP CLEAR PROBLEM: The individual assaulter cannot clear a portion of his sector because of something obscuring his vision (i.e., a table, a couch, etc.). Whenever an assaulter encounters a deep clear problem, he should identify the area he cannot see. For example "Deep clear problem to my front. I cannot see behind the green couch."

ROOM CLEAR: A signal from the assault team leader to the team members and follow-on teams that the room has been cleared and is secure. Follow-on teams can now safely enter the building and assault the next room.

DOOR TO MY (GIVE DIRECTION), STACK RIGHT/LEFT: A command given by the assault team leader in a secured room that requires the follow-on team to position themselves on the right/left side of the door. This will eliminate the confusion caused when the follow-on team stacks up on the wrong side of a locked door and has to move to allow the breacher to breach the door.

BREACHER: A signal to the demolitions man/shotgun breacher that a locked door has been encountered and he is needed to breach the locking mechanism.

BREACH: A command given by the number two man that requires the breacher to breach the locking mechanism. A visual signal should be used at the same time the verbal command is given. A fist thrust downward where the breacher can see works well. The reason both signals are given is that with the noise surrounding the team, the breacher may not hear the verbal signal.

COMING OUT: A signal given by an individual or a team that they are ready to exit a room and come back into an occupied hallway. This should be used in conjunction with a visual signal (a thumbs-up thrust out the door). This is important when there are adjoining rooms in a building. If the team clears more than one room, they will probably not exit from the same door that they entered from.

COME OUT: A reply given by the security element or a follow-on team in the hallway that informs the team that it is all right for them to come out into the hallway.

COMING IN: A signal given by an individual or a team when they are preparing to enter an occupied room.

COME IN: A reply given by personnel in the room that it is all right for the individual or the team to enter the room.

DRY HOLE: A room or a structure that is empty of personnel or equipment.

MAN DOWN: A command given when an assaulter has been injured and cannot continue the mission.

SUPPORT OR HELP LEFT/RIGHT: A request given by an individual or a team for additional personnel for security or clearing purposes.

CEASE FIRE: A command given by any person that requires all shooters to cease firing because of an unsafe act or an injury to an individual.

TIPS FOR THE TRAINER

The walls of most buildings in the world can be penetrated by weapons fire. This very important fact cannot be overemphasized in your training. Therefore, if you conduct all, or even some, of your training in a tire house or a building constructed of self-sealing rubber, you may train unsafely. Your soldiers could develop bad habits, since bullets cannot penetrate through the self-sealing walls. This will breed a false sense of security and will lead soldiers to believe all walls will stop bullets. (However, even in buildings with self-sealing walls, the door and its framework will not stop rounds.) Eventually, teams will have to enter opposing and side-by-side rooms simultaneously. In an actual building this could be tragic if the soldiers are not aware of the dangers of overpenetrating rounds. Overpenetration is an important consideration in the safe conduct of CQC. Teach your soldiers that no wall is impenetrable.

The only equipment needed to conduct dry-fire CQC is a roll of engineer tape and nails to stake it down. You can configure almost any building imaginable with the tape. To increase training realism, include doors, closets, hallways, large rooms, etc. Just changing the way the door opens on different runs will change the side the team lines up on, their points of domination, and their sectors of fire. If you come in from the rear entrance instead of the front, again everything changes. Engineer tape is inexpensive. It can be thrown into a rucksack or team box, and when your training plans are disrupted or cannot be implemented, you can set up a target in minimal time.

Dry-fire flow drills are an invaluable training aid to the assault team. Using engineer tape, a real structure, or target cloth, the team can practice individual and team fundamentals required in CQC. Changing the team line up, coming in through different entrances, and placing live role players in the rooms are just a few of the ways in which you can vary training. A good way to finish up a live-fire session is spend 20 to 30 minutes at the end of the day running flow drills.

BB guns and paint pistols can be used to provide a realistic training environment within a building. However, you should not allow the assaulters to "play" with the equipment. Many times in a practice exercise assaulters will engage targets out of their sectors, take a shot they would not try with a loaded weapon, and in general act in a way that is totally opposite from the way they would act in a live-fire exercise. These unrealistic actions must be discouraged. Keep the training as realistic as possible.

You may be reluctant to remove an individual from his team when he fails to demonstrate the ability required to participate in live-fire CQC. However, as the trainer, you cannot allow this individual to participate when you have serious doubts about his abilities. Instead, you can allow him to participate with a dry weapon (i.e., allow him to train with his team in the buildings, but not with a loaded weapon). In this way he can continue to learn with the team, but he will not be allowed to fire a loaded weapon until he brings his ability up to the required level. In this way, he will not be a hazard to his fellow team members.

You should require each team to run at least three dry runs in an apparatus before they conduct a live-fire exercise. This gives them the chance to resolve any problems they may have and to familiarize themselves with the apparatus before they actually conduct a live-fire exercise in the apparatus. The dry-fire should continue until all problems are resolved and you are sure they are ready to participate in the live-fire exercise.

During dry-fire runs ask each individual team member to identify his sector of fire and his point of domination. If any team member is unsure of where his sector of fire is or what his point of domination is, you can show him his area of responsibility. This will also point out to each team member what his fellow team members' areas of responsibility are. Thus, if the situation dictates it, each team member will be able to assume another team member's position during an assault.

If there are any targets in the apparatus that you do not plan to use, remove them from the structure. If you put them up against a wall or behind a door, the shock from a charge or a gust of wind may expose them to the assaulters. Thus, the assaulters will engage a target that is not a part of the live-fire exercise and that may not be within the target zones of the room.

The assaulters must have a signal recognizable to all that will cease operations during a live-fire run. If an injury or an unsafe act occurs, the first individual to encounter the problem should call out "CEASE FIRE" until everyone stops in place. Instructors may also use whistles and airhorns to signal all personnel in and around the apparatus that a problem exists.

Prior to each live-fire run, as the individual in charge, you must yell "Is there anyone downrange?" three times. This will notify all personnel involved in the training that a live-fire exercise is about to begin. If there are instructors still checking targets or walking around the apparatus, they must signal to you that they are still in the target area. You must account for every assaulter and all instructors before you allow the live-fire run to begin.

For control purposes there should be at least two safety personnel in the room with each four-man team. One individual will cover the left side of the room, and the other individual will cover the right side of the room. The safety personnel will be looking for such unsafe actions as flagging a weapon behind a team member's back, taking the weapon off "safe" while still outside the building, stopping while shooting, bypassing targets, shooting out of sectors, and failing to go to designated points of domination.

When conducting live-fire training, the assault team members should place any additional armor plates in the back of their vests. In training, if an accident occurs the highest probability will be a shot to the back by another team member. However, on a real-life mission the plate will be placed in the front of the vest.

As the trainer, you must ensure that no one is standing behind a door that is to be explosively breached. When the charge detonates, it will throw the brace stick, portions of the door, and shrapnel to the rear about 40 or 50 feet, exactly the spot where most visitors will want to stand to observe training.

After the detonation of a door charge or a simulator, the room will be filled with columns of thick smoke, making target identification difficult. Before the team uses an explosive charge or throws a simulator into a room, remind them that visibility within the room will be greatly reduced and the assault process will be slower.

Ensure that all assaulters keep their weapons on "safe" until there is a target to engage. As the assaulters go through the door, listen for the metallic click of someone removing the weapon from "safe." If this happens, remind the individual and the team that this is an unsafe act and will not be tolerated.

If a assaulter bypasses a target, he cannot turn around and engage the target. If he does so, he will be shooting uprange toward the rest of assault team.

During a live-fire run ensure that no target is placed where it will obscure a team member. Do not place a target facing out from a wall so that the number one man or the number two man can run around it, thus masking him from the man coming in behind him. You must also be careful that you do not mask the man whose point of domination is the far corner. A target placed at an angle could obscure this man from the man in the opposite corner.

If an assaulter trips or goes down to one knee because his weapon malfunctions, he should stay in that position until he is physically grabbed or directed by another team member to move. In areas where there is little room to move (i.e., hallways, small rooms, and T intersections), the team member in the low position may not be seen by other team members while they are engaging targets. If he suddenly rises and moves, he could easily walk into a sector that is being engaged.

After a live-fire run check all the targets to determine the assaulters' marksmanship skills. Call the assaulters to the targets and critique them on their shooting. If there is any doubt as to who shot a particular target, plot out the trajectory from where the target was engaged. If a assaulter has failed to hit his target, this is criteria for removing him from training. Do not forget to cover bullet holes with pasties after each run. Get the assaulters to help you with this.

Keep a list of assaulters who engage friendly targets. These individuals shoot without first identifying their target and therefore may be a danger to their team members. If a assaulter is unable to discriminate between good guy targets and bad guy targets, he does not belong in a crowded room with a loaded weapon.

The team leader must brief all personnel on the use of explosives and simulators. The briefing should specify who will carry the charges, who will carry the firing system, what actions will be taken if a misfire occurs, what the secondary method of entry will be, who will carry the simulators, which rooms will be targeted, and what procedures will be followed if the simulator is a dud.

If your tactical plan includes the use of simulators, use either a small can or the shell of a used simulator to simulate throwing a live one into the room. If you do not simulate throwing in a simulator, inevitably the number one man will run into the room after a live one has been thrown inside because you have not practiced throwing one in during your training. Also take into account in your plan that any room that is targeted for a simulator will be filled with smoke when you enter.

An after action review or "hot wash" should be conducted after every dry-fire and live-fire exercise. This self-criticizing event allows the team, as well as each individual team member to know which tasks were performed satisfactorily and which were performed unsatisfactorily. The after action review should also address any changes in tactics or training that should be made prior to the continuation of training.

If the training apparatus does not have a roof, live-fire training may not be advisable during wet weather. If the soil retains a lot of moisture, the assaulters might slip while moving with a loaded weapon. Also, on humid days it is not uncommon for goggles to fog up prior to entry into a room, which greatly reduces visibility.

A range box consisting of hammers, different sized nails, staplers, staples, pasties, tape, extra targets, plastic bags, cleaning equipment, and counseling statements should be kept in every apparatus. Check the boxes periodically to ensure the supplies are available for use.

CHAPTER 7

CQC SAFETY TACTICS, TECHNIQUES, AND PROCEDURES

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INTRODUCTION

At least 20 percent, and sometimes as much as 50 percent, of Army personnel and materiel losses during combat are the result of accidents. From these figures it is apparent that safety during training cannot be overemphasized. Many people mistakenly believe that safety takes away from realism in training or that a few casualties in training are acceptable. This is not the case. Whenever high-risk training is conducted, a strict safety policy should be enforced. This common sense approach should also carry over to the battlefield. In a combat environment where fear and stress have taken over in the minds of calm thinking individuals, a soldier well trained in the art of combat will have the advanage. Therefore, when conducting training, you should ask yourself if the reason you are ignoring safety policy is worth the consequences. If the answer is no, find another way to accomplish your training goal.

The CQC safety tactics, techniques, and procedures chapter of this special text has been organized as follows:

a. **Weapons Safety and Range Procedures.** This section provides a starting place for the development of weapons and range procedures for unit training. The section is very detailed and will probably provide more information than is needed for small unit training. Extract the information you need for your policy and be able to explain to all personnel involved in the training what each rule means.

b. General Range Safety Briefing. If you are conducting exercises in several different apparatuses at the same time, the primary instructor (PI) should give an overall safety briefing to all individuals at the same time. He can then go over all information that is pertinent to that day's training and answer any questions the assaulters might have.

c. Example of an Apparatus-Specific SOP. If the training area has more than one apparatus, there should be specific SOPs for each one. Each apparatus will pose unique problems for the assault team, and what will work in one apparatus may be totally ineffective in a another building. The SOPs will contain the safety requirements for each building and specific zone and special instructions for training. Dating these SOPs to ensure they are current is recommended.

d. CQC Instructor Training SOP. These notes to the trainer are invaluable prior to conducting live-fire training. The SOP reiterates safety procedures and provides guidance on placing targets in the target zones.

e. Ballistic Equipment. This is a listing of required ballistic equipment and their levels of effectiveness. It details the different types of body armor and what they are designed to stop.

f. Target Zones. This will provide a systematic approach for designing the different shooting zones within the rooms of an apparatus.

g. Tips for the Trainer. These are important tips for the trainer to consider prior to running a live-fire exercise.

WEAPONS SAFETY AND RANGE PROCEDURES

1. WEAPONS SAFETY.

a. Assume that your weapon is always loaded! Make no exceptions. Don't "pretend" that this is true; be deadly serious about it.

b. Never let the muzzle of your weapon cover anything you are not willing to destroy. This rule is conspicuously violated, especially with pistols.

c. Be sure of your target. Identify what it is, what it is in line with, and what is behind it. Never shoot anything you have not positively identified.

d. Clear your weapon and lock the action to the rear before handing the weapon to another person.

e. Keep the weapon on "safe" when off target.

f. Do not handle weapons within eight hours of consuming alcohol, drugs, or medication that may impair judgment or the ability to handle a weapon safely.

2. FIRING LINE SAFETY.

a. Keep your pistol holstered except when on the firing line or told otherwise by an instructor.

b. Periodically check to ensure you are on line with fellow shooters.

c. Never turn around with a pistol in your hand. Holster the pistol first, then turn.

d. Never let the pistol "dangle" in one hand.

e. Wear safety glasses (ballistic civilian certified or Army issue) on the range when firing or when involved with CQC. You are also required to wear hearing protection during all live-fire training.

f. Keep the trigger finger outside the trigger guard when moving and when not actively engaging a target.

g. Use the weapons repair area to correct weapons deficiencies.

h. Do not place a magazine into the weapon until directed to do so by an instructor.

i. Periodically inspect your weapon to ensure proper operation. Check the locking block on your M-9 and check the bolt on your M16A2 for excessive wear.

j. If your weapon (primarily the M16A2) feels excessively hot, stop firing and notify an instructor.

3. RANGE PROCEDURES.

a. There will be three designated areas during range operations.

(1) The firing line/dry-fire area.

(2) The weapons repair area.

(3) The break/magazine reloading area.

NOTE: The medical bag will be in an area where the shooters and instructors can access it immediately.

b. The PI will ensure all weapons are in the "weapons clear" condition at the following times:

(1) Upon arrival at the range prior to training.

(2) Prior to dry-fire practice sessions.

(3) Upon completion of training and prior to loading vehicles for departure.

c. Weapons firing instructions will be initiated by standard commands from the PI. Shooters should listen for the commands, not anticipate.

d. Shooters will not move from the firing line without authorization from the PI.

e. Shooters will not fire at objects not designated as targets (animals, electrical outlets, sandbags, etc.).

f. In the case of a malfunction--

(1) The shooter having a malfunction will drop down to one knee and try to clear his weapon.

(2) The PI will monitor and assist, the shooter and ensure the malfunction has been corrected and the weapon is safe for continued firing before resuming normal firing line procedures.

g. Shooters will police up brass on the firing line before leaving the range.

h. The PI will ensure that a thorough police call is conducted prior to leaving the range.

i. The PI will ensure the range is opened and closed through Range Control and according to the established SOP for opening and closing the range.

j. The PI will ensure that an M-5 medical bag is on hand for range firing. Each M-5 bag will be restocked prior to the start of training and periodically during training as needed.

4. RANGE COMMANDS.

a. LOCK AND LOAD.

(1) Place a magazine in the weapon.

(2) Chamber a round.

(3) Place the weapon on "safe."

NOTE: Depending on what exercise you are conducting, the next step will be either to stay in the ready position or place the weapon on "safe" and return it to the holster. You will be instructed as to which position to fire from each time.

b. MAKE YOUR WEAPON SAFE.

(1) (M-9) Place the weapon on "safe" and holster it.

(2) (M16A2) Place the weapon on "safe" and keep the barrel pointed up and downrange.

c. CLEAR YOUR WEAPON.

(1) Place the weapon on "safe."

(2) Remove the magazine.

(3) Pull the bolt or slide to the rear.

(4) Inspect the chamber.

(5) Release the bolt or slide.

(6) With the weapon pointed downrange, place the weapon on "fire" and pull the trigger. If your weapon fires a round you have committed an accidental discharge caused by improperly clearing your weapon. This is a major safety violation. The final step is to recharge your weapon and place it on "safe."

5. MAJOR WEAPONS SAFETY VIOLATIONS.

a. Firing a round when you do not intend to do so (accidental discharge (AD)). A few examples of an AD are--

(1) Improperly clearing your weapon.

(2) Mistakenly inserting a magazine of live rounds during a blank or dry-fire and pulling the trigger.

(3) Placing the weapon off "safe" and pulling the trigger although you are not in the process of acquiring a target.

b. Pointing the muzzle of a weapon at anything other than a target or in an unsafe direction.

c. Violating the range safety fan.

d. Handling weapons after consuming alcohol, drugs, or medication that may impair judgment or the ability to handle a weapon safely.

e. Shooting at objects not designated as targets.

f. Removing the M-9 pistol from the holster at other than the designated area. (Firing line, maintenance table, ammo reloading area.)

g. Making weapons modifications.

h. Shooting at a target you have already passed.

i. Initiating explosives while unsafe conditions exist.

6. REPEATED MINOR SAFETY VIOLATIONS. These include arriving at training without prescribed safety equipment, missing critical task training, etc.

GENERAL RANGE SAFETY BRIEFING

Effective Date:

NOTE: This safety briefing will be read to the assaulters at the beginning of each block of live-fire CQC training. Only paragraphs pertaining to the day's training should be covered.

1. GENERAL SAFETY.

a. Take all commands from the apparatus PI, AI, or safeties.

b. Do not smoke, dip, or chew tobacco while conducting live-fire assaults.

c. Remain in the safe areas when not participating in the assault. The safe areas are the holding area and the rehearsal area (identify the areas to the assaulters).

d. Conduct dry firing with an unloaded weapon in a designated area.

e. If you have a problem during the conduct of an assault, drop down to one knee and keep your weapon pointed in a safe direction. Remain in a kneeling position until you are told to get up by the assault team leader or the instructor. If you fall down during an assault, remain down until told to get up.

f. If, at any time, you observe an unsafe act, immediately call a cease fire. Upon hearing the cease fire command or signal, all firers will freeze in place and place their weapons on safe. (Other signals for cease fire during today's training will be ______________________________.)

g. Enter and clear a room only when the instructor gives the command (describe commands to be used).

h. Know where the nearest medic and aid bag are located (identify the location to the assaulters).

2. WEAPONS SAFETY.

a. Do not lock and load or clear a weapon until you are told to do so by an instructor.

b. Keep you weapon on "safe" until you have entered the room and identified the threat target.

c. Place your weapon back on "safe" once your individual status has been given.

d. Never engage a target back uprange or outside of your fire fan.

e. Never let the muzzle of your weapon cover anything you are not willing to destroy. The covering man during the conduct of a search will point his weapon at the ground or off to the side of the other assaulters.

EXAMPLE OF AN APPARATUS-SPECIFIC SOP

WAREHOUSE APPARATUS

1. ACTIVITIES: Close Quarters Combat (CQC)/Explosive Breaching.

2. WEAPONS/AMMUNITION: 5.56-mm, 9-mm, 12-gauge rounds, to include slugs, 00 buckshot, and No. 9 shot.

3. RANGE FAN: No rounds that will impact a wall at an uprange angle (less than 90 degrees) will be fired.

4. SPECIAL SAFETY REQUIREMENTS: Eye and hearing protection must be worn at all times on the range. Assault teams, instructors, and observers will wear body armor while negotiating the apparatus.

5. SAFETY BRIEF: Below is a list of safety rules that will be adhered to by all personnel while in the warehouse apparatus:

a. Take all commands from the range PI, his AI, and/or safeties.

b. Do not insert a magazine in your weapon or lock and load the weapon until you are told to do so by an instructor.

c. Keep your weapons on "safe" until you have entered the room and identified the threat targets.

d. At the instructor's command, enter and clear the rooms.

e. Place weapons back on "safe" once the "all clear" signal has been given.

f. When all room(s) have been cleared, clear and visually inspect your weapon.

g. Never engage a target back uprange or outside of the fire fan.

h. If, at any time, you observe an unsafe act, immediately call, "CEASE FIRE."

i. If you are not participating in the assault, remain at a safe distance (50 meters) from the training.

j. Do not engage in horseplay on the range. To do so will result in your immediate removal from the range.

k. Smoke only in the break area.

l. When conducting explosive entry/breaching, you will adhere to all post regulations (a copy should be kept with your CQC safety material), your unit SOP and FM 5-250 Explosives and Demolitions.

m. Ensure all primed charges are visually inspected by an instructor prior to beginning the live-fire.

n. Cease all shooting when you hear the "cease fire" signal. One whistle blast in the apparatus will also announce a "cease fire."

o. Do not shoot at "NO FIRE" walls which are identified by red paint.

6. ZONE/SPECIAL INSTRUCTIONS FOR THE CONDUCT OF TRAINING:

a. Instructors must know the room takedown sequences prior to emplacing targets.

b. Doorways that are not to be entered during clearing operations will be marked by a danger sign, and the instructor will explain the meaning of this sign to the assault teams.

c. All interior doors may be breached. However, due to the destructive effect shotgun rounds have on the apparatus, only blank shotgun rounds will be used.

d. At no time will an assaulter move from room 1 to room 2 or to room 3 until room 1 has been cleared and the "all clear" signal has been given.

e. Only waist high and lower targets will be used in room 4, room 5, and the hallway during a multiteam exercise.

f. When conducting multiple room operations, no assaulter will pass phase line 1 until rooms 2, 3, and 4 have been cleared and the "all clear" signal has been given.

CQC INSTRUCTOR TRAINING SOP

Effective Date:

1. GENERAL.

a. Prior to an assault team initiating a live-fire exercise, the PI will clear each building. He will ensure all assaulters and instructors participating in training are accounted for.

b. Assaulters will conduct dry runs until the instructor is confident of their ability to safely conduct live-fire assaults. Dry runs may be conducted in the apparatus, on engineer tape, or on a mock-up.

c. The apparatus PI will read the General Range Safety Briefing and the Apparatus-Specific Safety Briefing to the assaulters prior to the start of training.

d. To conduct training, instructors must establish communications with Range Control and have an aid bag and an SOP book (to include current target zones, MEDEVAC procedures, serious incident report sheets/counseling forms, and any apparatus-specific reference material).

2. TARGET ZONE PROCEDURES.

a. Targets will be placed only in locations and at angles depicted in the target zone diagram. Critical placement locations will be identified by a spray painted dot in the apparatus that corresponds with the reference point depicted in the target zone diagram.

b. EMPLACED TARGETS WILL BE CHECKED BY AT LEAST TWO INSTRUCTORS TO ENSURE NO TARGET PLACEMENT ERROR HAS BEEN MADE.

c. Furniture will be placed in the room at the discretion of the instructor; however, no tall furniture (above waist level) will be placed in a position where it masks or hides an assaulter. No metal furniture will be used in any live-fire apparatus.

d. A target will never be placed in a location where it will mask or hide an assaulter.

e. Immediate threat targets will be placed low (waist high or lower) so they do not mask the movement of an assaulter going deep into the apparatus.

f. Each target zone diagram has an arrow depicting from which side the team will enter. The zone used must match the line up and/or assault plan of the team.

g. The apparatus target zone instructions will be read and understood by the instructors prior to the conduct of training.

h. Any error, discrepancy, or unsafe target location identified in a target zone diagram will be brought to the immediate attention of the PI or the range NCOIC. This is critical. Range control may conduct routine maintenance that could change the location, size, or positions of walls, doorways, or roof support posts without notification.

BALLISTIC EQUIPMENT

At a minimum, you must provide ballistic protection for each individual involved in CQC training. This equipment should include body armor, eye protection, head protection, and hearing protection.

BODY ARMOR: There are many different types of body armor available, and each type provides varying levels of protection. It is very important that your body armor provides sufficient protection from the weapons being used in training. If you are training with 5.56-mm ammunition and your body armor will only stop 9-mm ammunition, you are accomplishing nothing but giving your men a false sense of security. In fact, shooting a 9-mm rated vest with 5.56-mm ammunition causes the bullet to deform but doesn't stop it. This causes a larger, more traumatic wound than not wearing any body armor at all. All body armor made or sold in the United States has a standard rating system. Be sure your body armor meets your requirements. Any body armor should provide protection for both the front and the back of the torso as a minimum.

Level IIA - This level represents protection from low energy handguns (.22, .25, .32, and .38 caliber), shorter barrel medium energy handguns (.357 magnum, 9-mm, and .45 ACP), and many .22 caliber rimfire rifles.

Level II - This level represents protection from high-velocity medium-energy handguns such as the 6-inch barrel .357 magnums. It also represents protection from most shotguns that use up to 00 buckshot.

Level IIIA - This level provides protection from high-energy handguns like the .44 magnum and the 9-mm. It will also stop most 12-gauge slugs. This is the highest level of body armor currently available that is made entirely of Kevlar. Higher levels of protection require the use of steel, ceramic, and/or reinforced plastic plates.

Level III - This level provides protection from typical high power hunting rifles and NATO military rifles (5.56-mm and 7.62-mm ball). However, certain types of Level III body armor will not withstand multiple hits from these rounds or from rounds in lower protection categories. The ceramic plates shatter upon impact and reduce the overall bullet stopping capabilities of the vest.

Level IV - This level is designed to provide protection from up to a .30-06 caliber armor piercing bullet.

IN ACCORDANCE WITH HQ USASOC MESSAGE DATED 12 FEBRUARY 1993, THE USASOC COMMANDER REQUIRES ALL PERSONNEL PARTICIPATING IN LIVE-FIRE CQC OR ADVANCED MOUT TRAINING TO WEAR AT A MINIMUM NATIONAL INSTITUTE OF JUSTICE (NIJ) LEVEL III BODY ARMOR.

FLAK JACKET/BODY ARMOR FRAGMENTATION PROTECTIVE VEST: The Flak Jacket, NSN 8470-01-092-8497, camouflage pattern, and NSN 8470-00-122-1299, lime green, are not bulletproof. "The vest does not protect you against small arms fire. It may tend to decrease the severity of wounds from rifles and machine guns and will sometimes stop small arms fire if hit from an angle or if the slug has low velocity." This paragraph is from the instruction booklet issued with each flak jacket. These vests were designed to stop fragmentation from mines, mortar shells, grenades, and artillery, NOT SMALL ARMS! When the flak jackets were shot with 5.56-mm ammunition, the rounds penetrated both sides of the flak jacket. When the jackets were shot with 9-mm rounds, the rounds penetrated the front of the vest and lodged deep into the back portion. For additional information read the Use and Care booklet, which is located behind the label in the flak jacket.

EYE PROTECTION: Eye protection is an essential piece of equipment. Whether you choose to wear glasses or goggles is not as important as making sure that you wear something. In CQC you must protect your eyes from the hazards of flying debris and ricochets from walls, furniture, and targets. If you choose protective glasses, they should be the type that wraps around the face, such as those made by Oakley or Gargoyle. They should also be constructed of polymer sheet or, at a minimum, safety glass. If you wear goggles, the same criteria applies and the goggles should be resistant to fogging. In most situations, especially when air assets or explosives are used, goggles are superior to glasses. The goggles provide better protection from flying debris and hold to your face better than glasses.

HEAD PROTECTION: The Kevlar ballistic helmet provides excellent overall protection to the head from falling objects, airborne splinters, and to a certain degree, small arms fire. The only disadvantage in wearing the helmet is that most headphone-type hearing protection cannot be worn with it. WARNING: The Kevlar ballistic helmet is not guaranteed to stop small arms fire. A 5.56-mm round shot straight on with zero-degree deflection at ranges common to CQC (15 meters) will penetrate through both sides of the helmet. A 9-mm round shot at the helmet from close range will usually not penetrate the helmet; however, it will make a large depression on the inside of the helmet, causing blunt trauma to the head of the wearer.

HEARING PROTECTION: Hearing protection is an absolute must in CQC training. In close confines the amplification of rifle fire and explosive breaching makes it imperative that you protect your ears. In many cases, such as when you are near explosive charges, double hearing protection is recommended. This is accomplished by coupling ear inserts with headphone-type hearing protection.

TARGET ZONES

Target placement is one of the most critical safety factors in the conduct of CQC training. In the past, several target placement techniques have been used, ranging from randomly placing targets in the room to following specific target placement guidelines for each individual scenario. Neither of these techniques is satisfactory for the conduct of most types of training, as they lack either specific guidelines (in the case of randomly placed targets) or flexibility. The solution is the development and use of target placement zones.

The purpose of a target zone is to assist the instructor or range noncommissioned officer in charge (NCOIC) in safely placing targets within an apparatus. The target zone must be flexible enough that the instructor can change it when using different scenarios without having to rediagram the structure. However, no target zone is foolproof. Only by paying strict attention to detail can the instructor ensure that the target zones are valid and safe.

The first step in establishing a target zone for a given apparatus is to draw a detailed to-scale drawing of the floor plan of the apparatus. If this diagram is not done exactly to scale, the target zones will be inaccurate and therefore unsafe.

Next, determine the team's direction of approach to the apparatus. The team's direction of approach will determine each man's points of domination within the apparatus, which is the critical factor in determining target placement. Place an arrow on the diagram indicating the direction of approach. Figure 7-1 shows how points of domination in a room change according to the direction of approach.

When drawing the lines depicting the target placement zones, be sure that the angle of the lines representing the target zones matches the angle at which the targets will be placed. These target angles are important, as they determine which assaulter will engage a particular target.

To establish a target zone for a single room--

1. Trace the number one man's movement to his point of domination. Analyze his sector of fire and indicate target placement for him. Remember not to place any targets directly between him and another assaulter.

    a. Figures 7-2, 7-3, and 7-4 indicate the movements of the number one man through a center door. Figure 7-2 illustrates allowable target placement upon entry. A target located between the number one man and the corner may mask the movement of the number one man and should not be used.

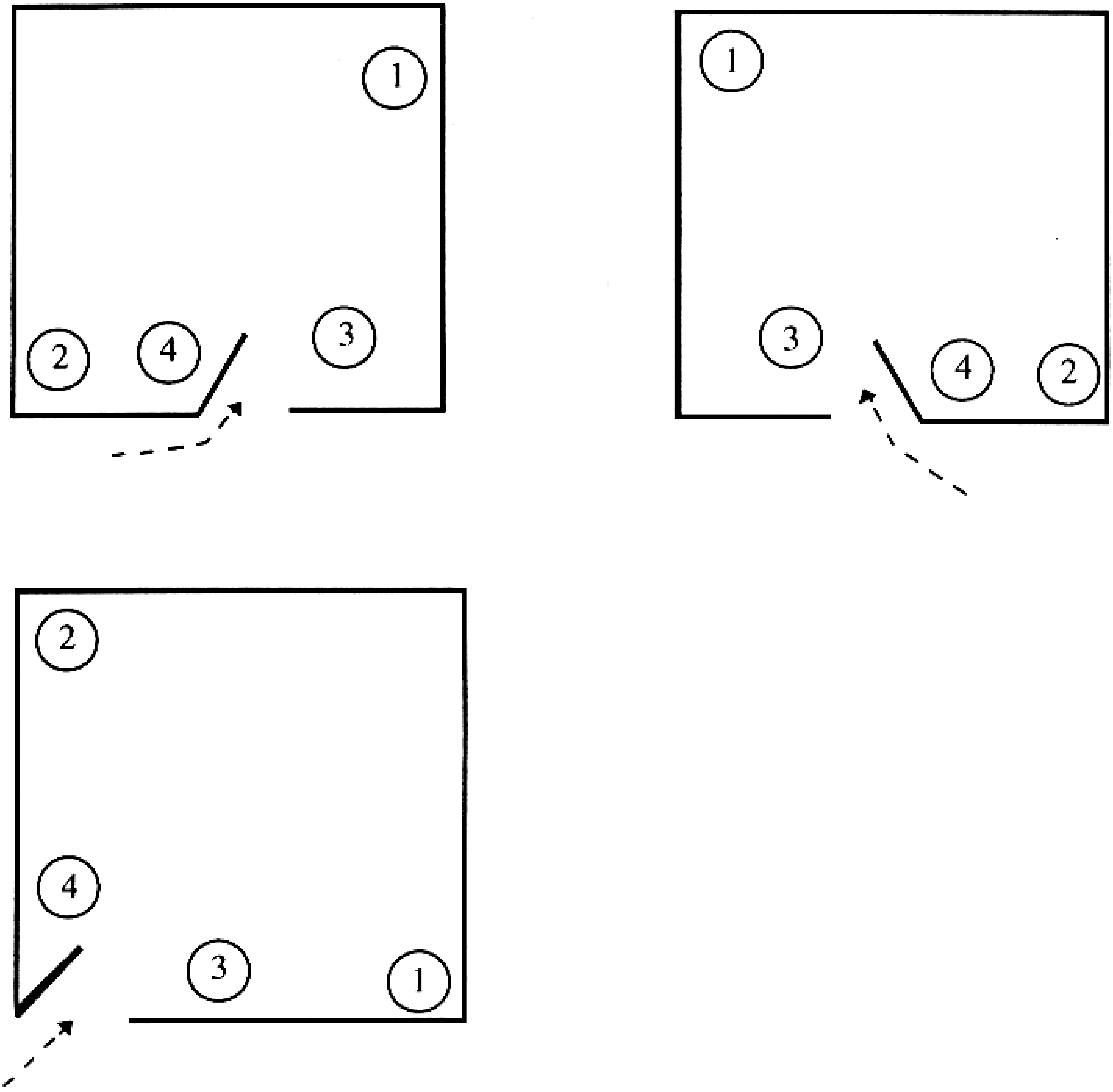


Figure 7-1. Example of how points of domination in a room change according to the direction of approach and the position of the door.

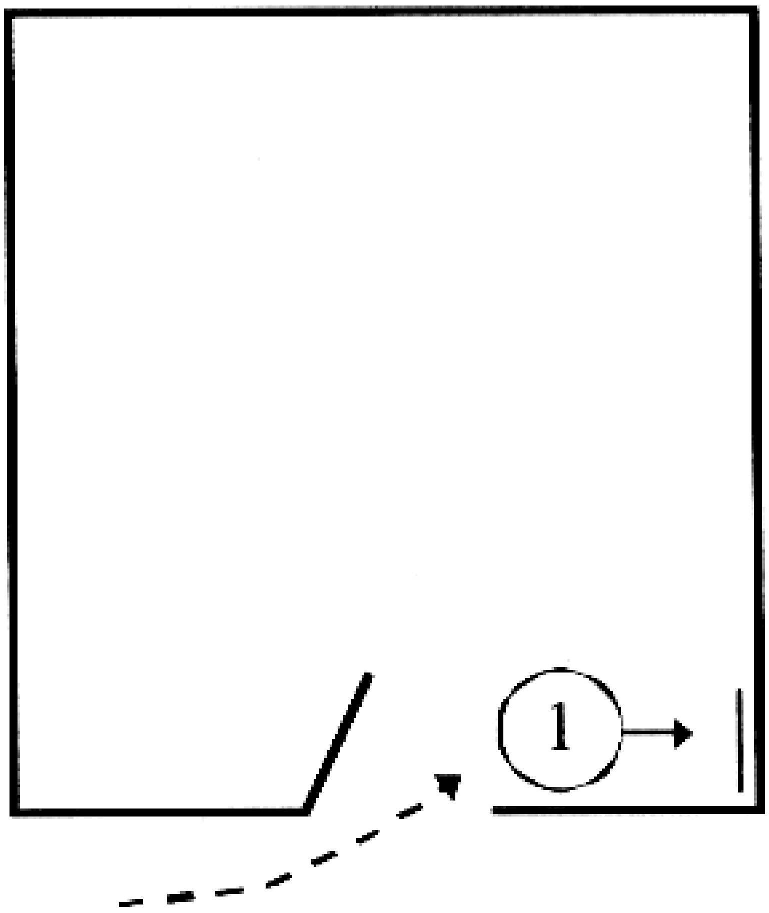


Figure 7-2. Target placement for the number one man entering a room with a center door.

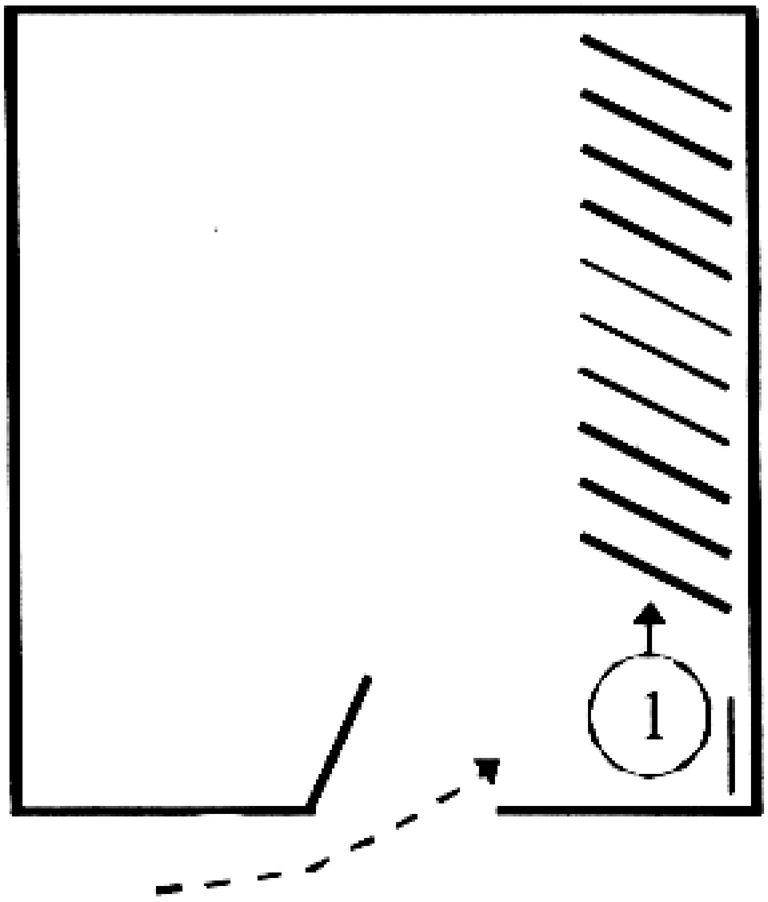


Figure 7-3. Targets that may be engaged by the number one man entering a room with a center door.

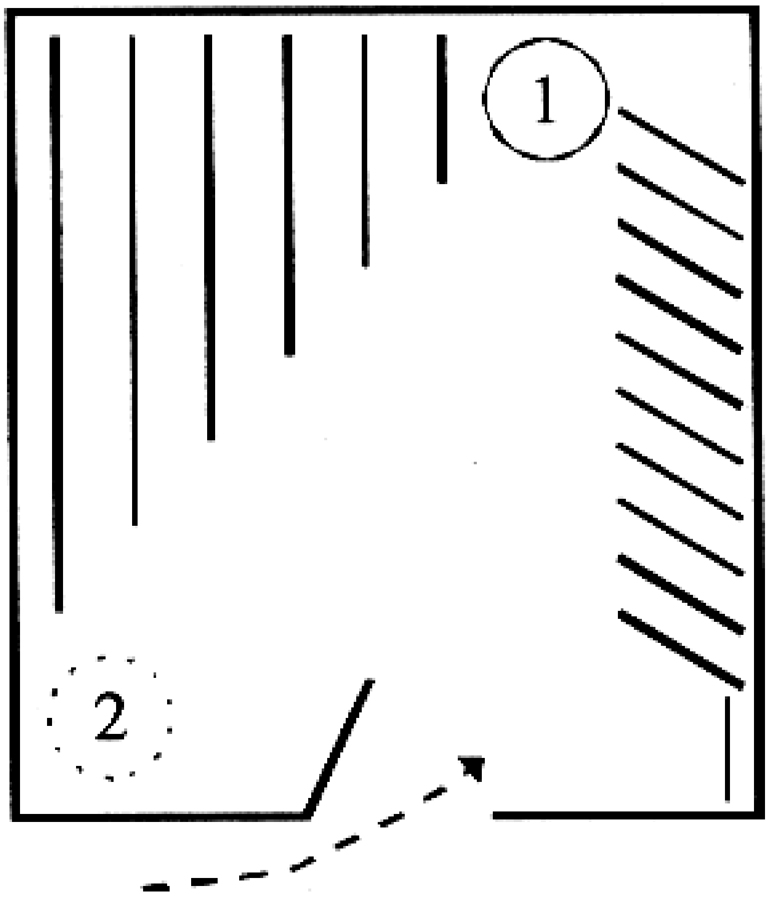


Figure 7-4. Final point of domination and allowable target placement for the number one man entering a room with a center door.

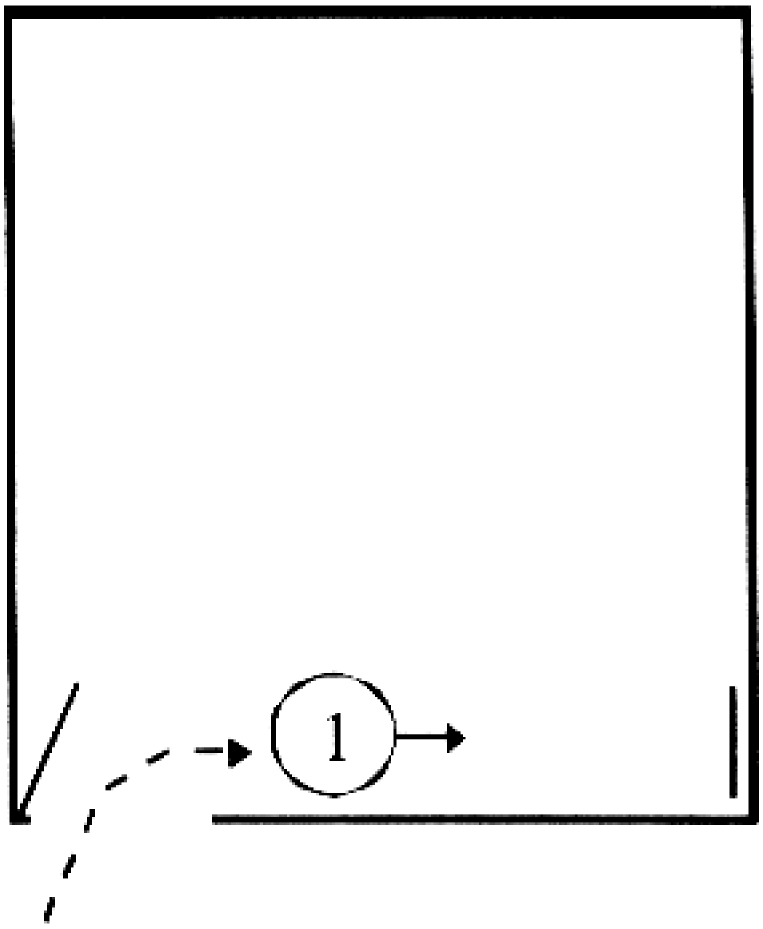


Figure 7-5. Target placement for the number one man entering a room with a corner door.

b. Figure 7-3 indicates targets that may be engaged by the number one man as he is moving. The targets should butt up against the wall so that the number one man's movement is not masked. He should be visible at all times from the points of view of the rest of the team.

c. Figure 7-4 depicts the final point of domination and allowable target placement from that point. Note that no target exists that will mask the view of the number two man.

d. Figures 7-5 and 7-6 show the movement and possible target placement for the number one man in a generic room with a corner door. All of the general guidelines previously discussed apply.

2. Trace the number two man's movement to his point of domination. Analyze his sector of fire and indicate target placement for him in the same manner.

a. Figures 7-7 and 7-8 indicate movement and target placement for the number two man entering a center door. Notice that no target placement allows the number two man to "hide" behind a target and no targets are placed between the number one man and the number two man.

b. Figures 7-9 and 7-10 show movement and target placement for the number two man entering a corner door. Again no targets mask the number two man's movement and none are placed between the number one man and the number two man.

3. Line out the sector of fire for the number three man. Figures 7-11 and 7-12 indicate target placement for the number three man for a center door room and a corner door room respectively.

4. Line out the sector of fire for the number four man. Figures 7-13 and 7-14 indicate target placement for the number four man for a center door room and a corner door room respectively.

5. Converge all the sectors of fire, Figures 7-15 and 7-16. If any targets are directly between two assaulters, the targets must be removed from the diagram.

6. The targets will be placed in accordance with the assault team's plan and their points of domination. In a simple square structure the target zone can easily be diagramed as in Figures 7-15 and 7-16. Targets must be placed in positions and at angles indicated in the diagram.

What has been established to this point is the maximum safe target placement for the room with no internal or external variables. Now you must analyze the target from the assaulters perspective, considering all factors to determine the final complete target zones.

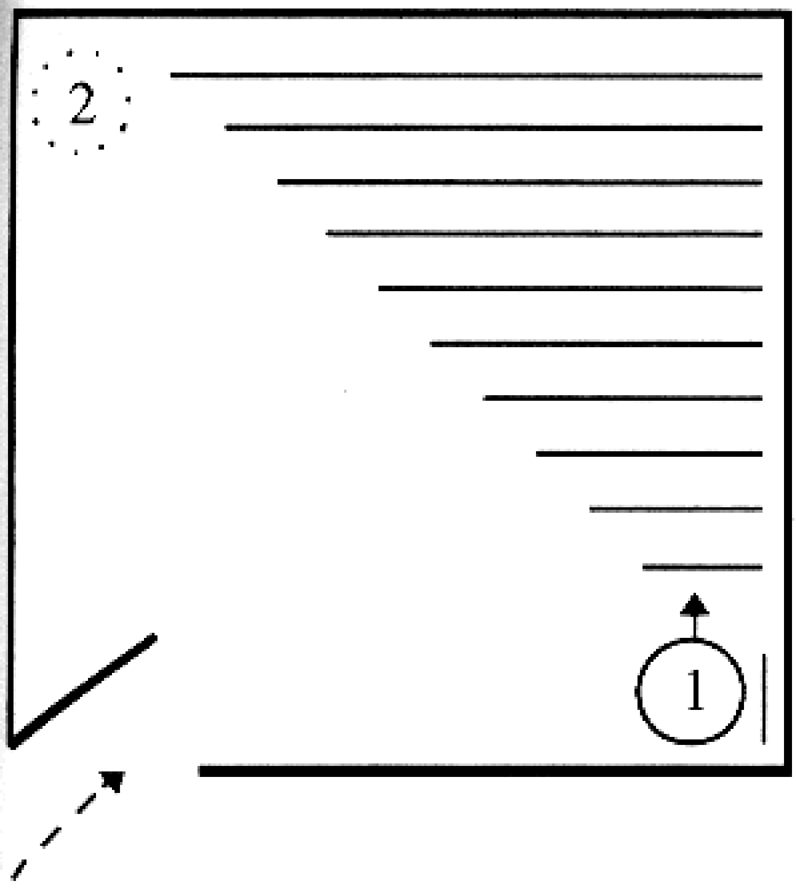


Figure 7-6. Final point of domination and target placement for the number one man entering a room with a corner door.

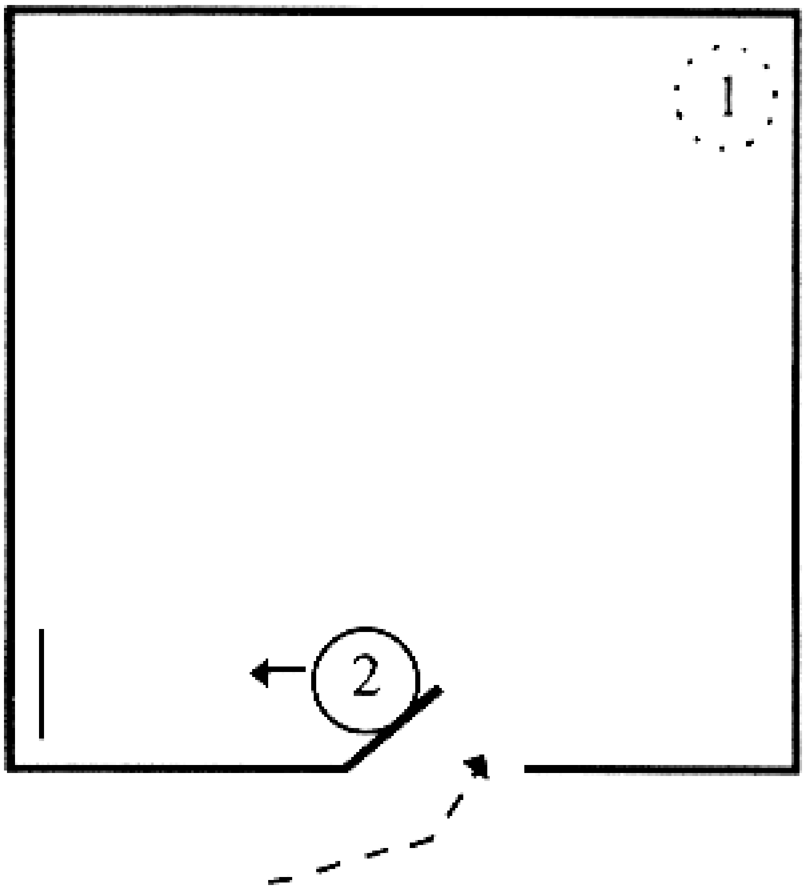


Figure 7-7. Target placement for the number two man entering a room with a center door.

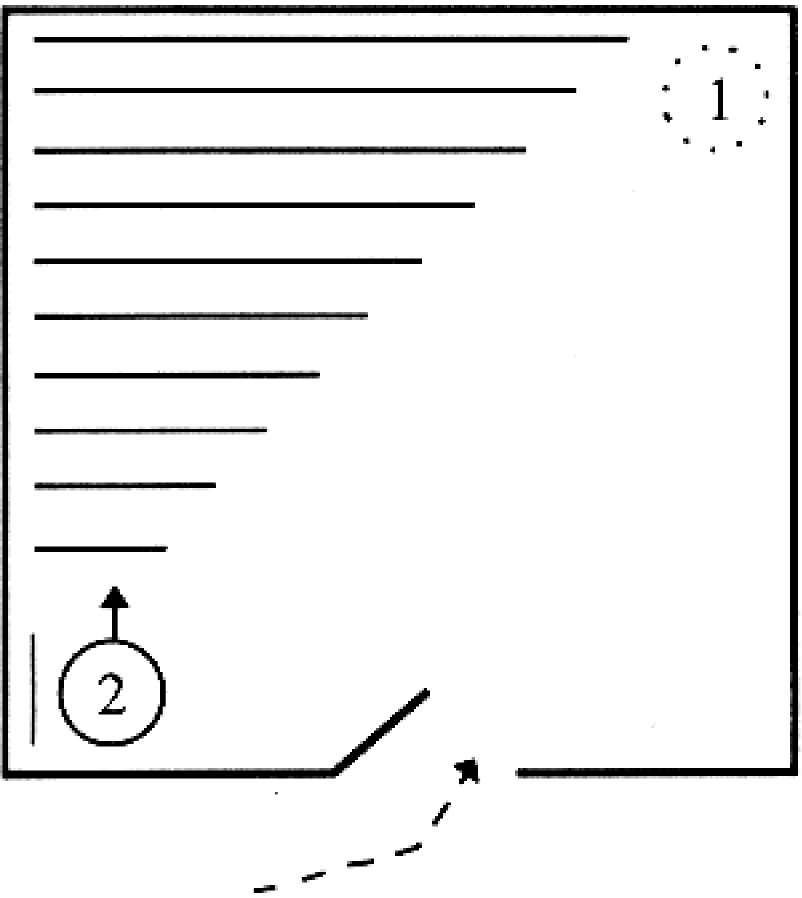


Figure 7-8. Final point of domination and target placement for the number two man entering a room with a center door.

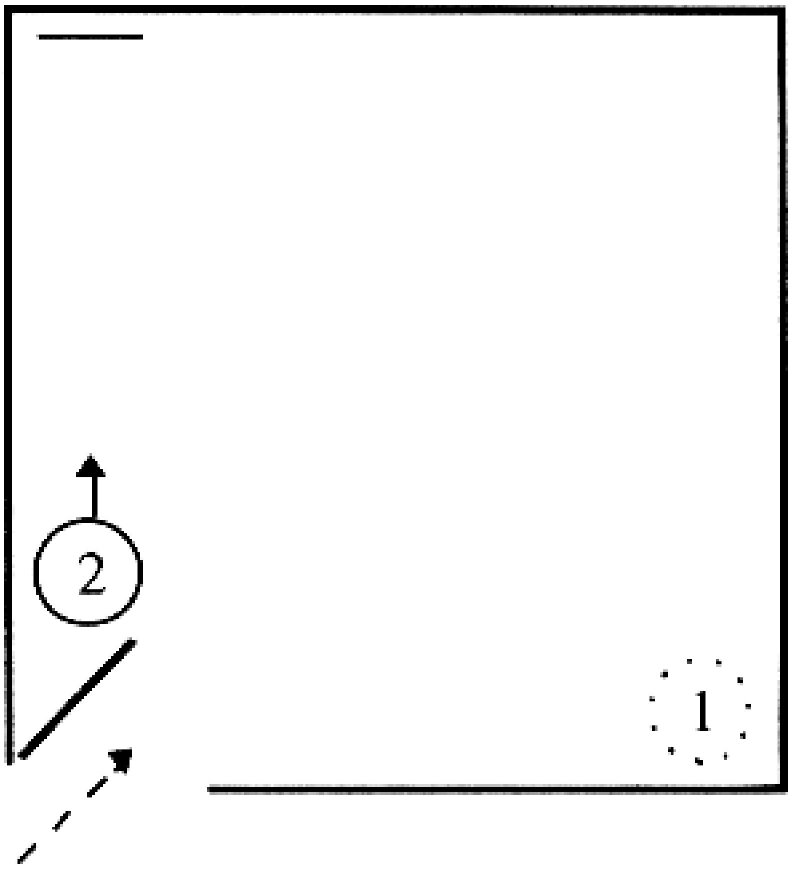


Figure 7-9. Target placement for the number two man entering a room with a corner door.

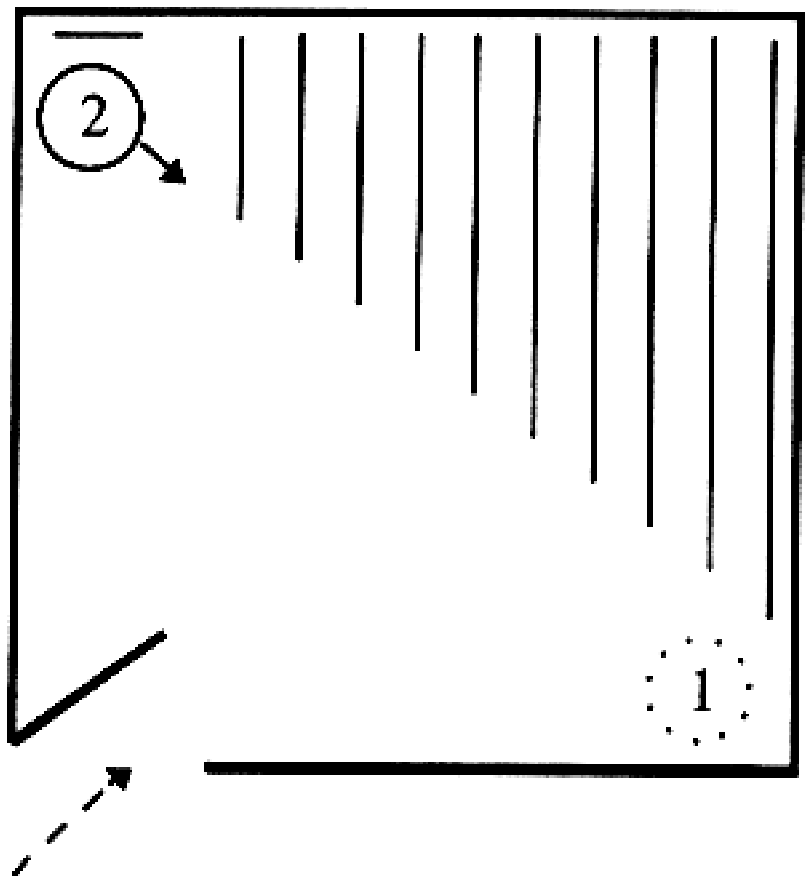


Figure 7-10. Final point of domination and target emplacement for the number two man entering a room with a corner door.

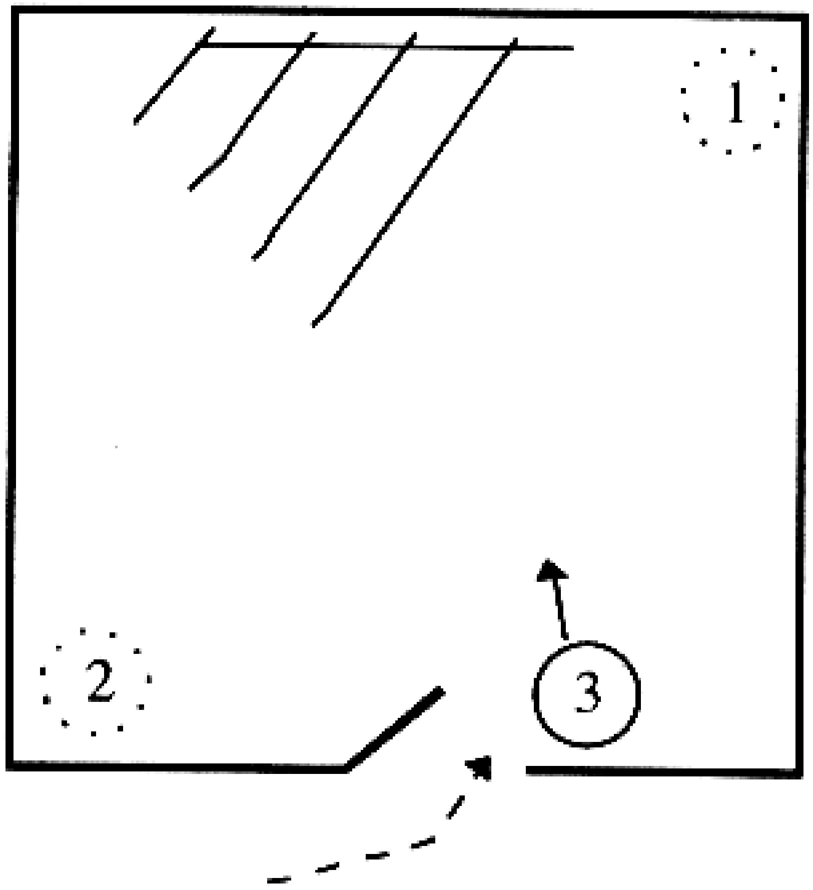


Figure 7-11. Final point of domination and allowable target emplacement for the number three man entering a room with a center door.

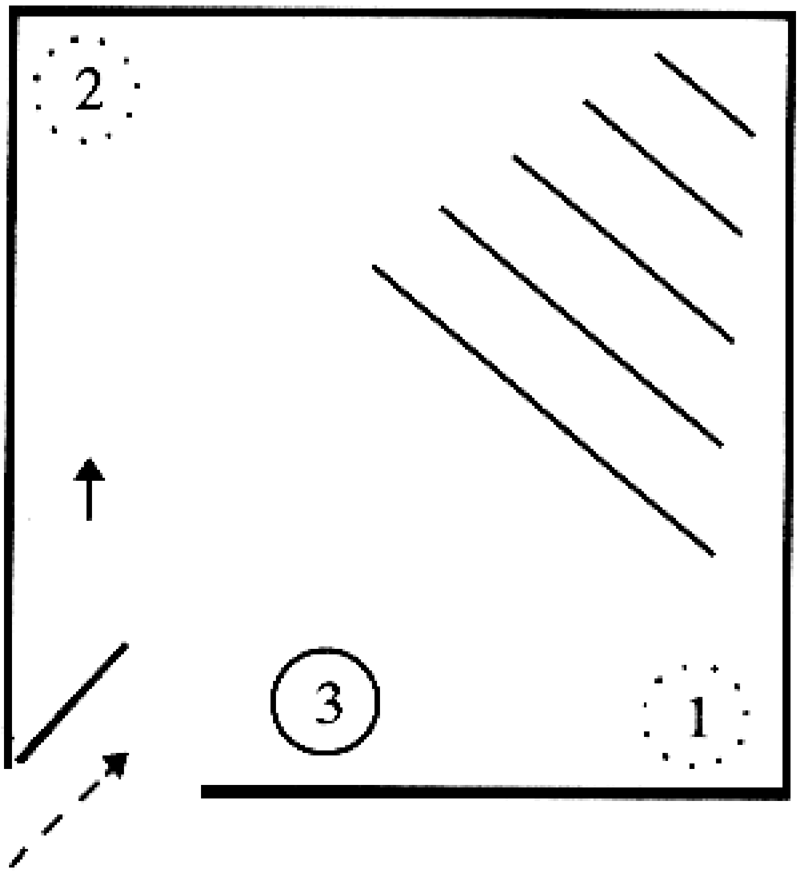


Figure 7-12. Final point of domination and allowable target placement for the number three man entering a room with a corner door.

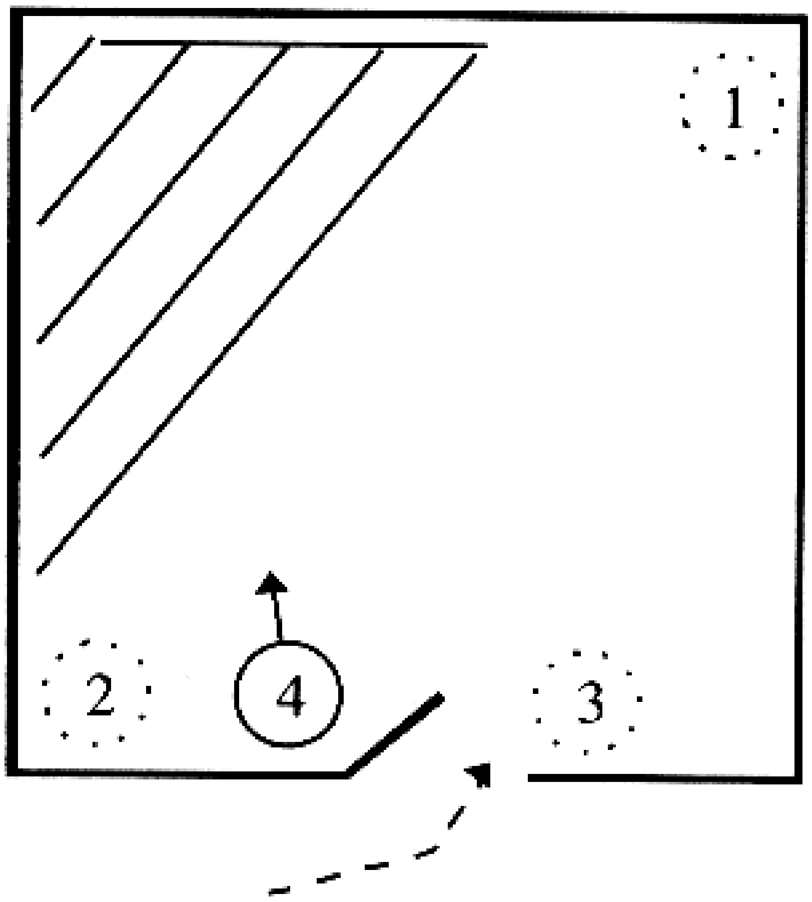


Figure 7-13. Final point of domination and target placement for the number four man entering a room with a center door.

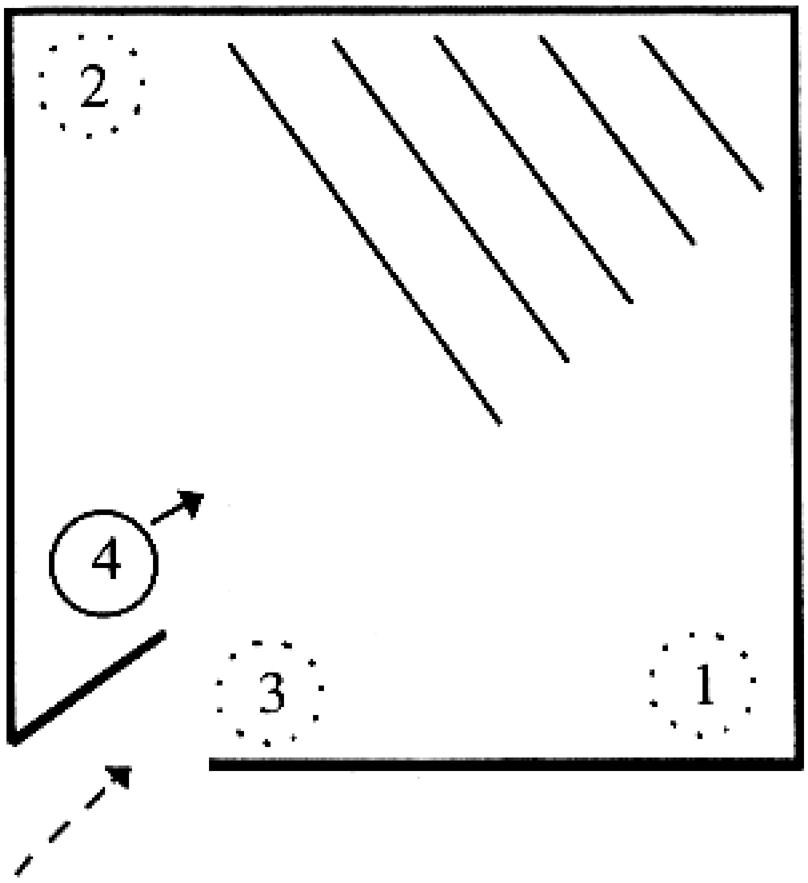


Figure 7-14. Final point of domination and allowable target placement for the number four man entering a room with a corner door.

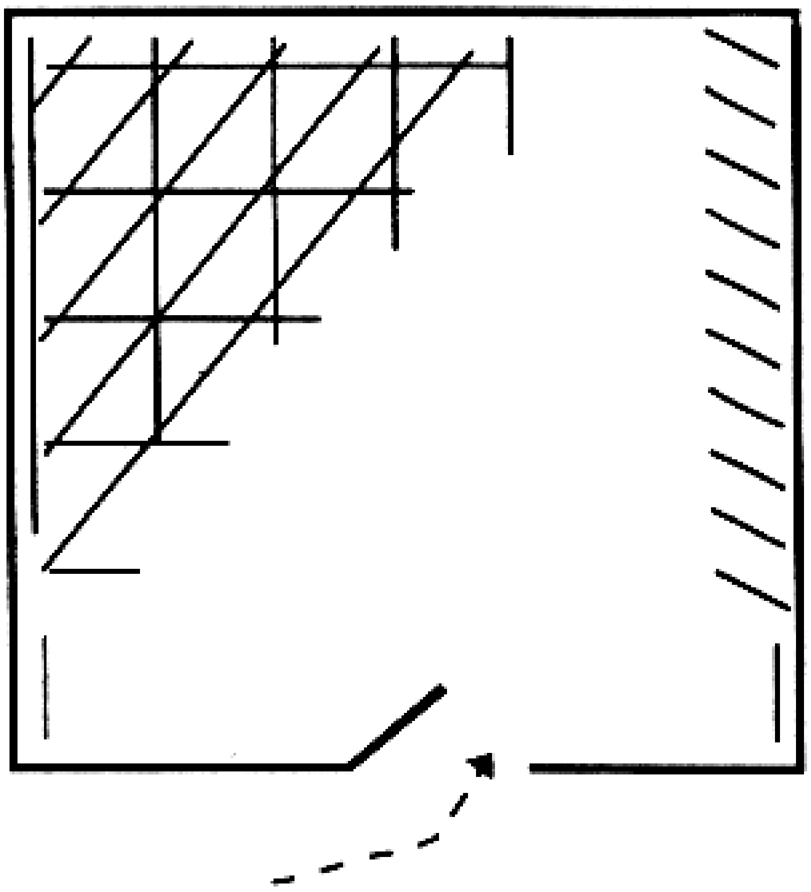


Figure 7-15. Target zone for a room with a center door.

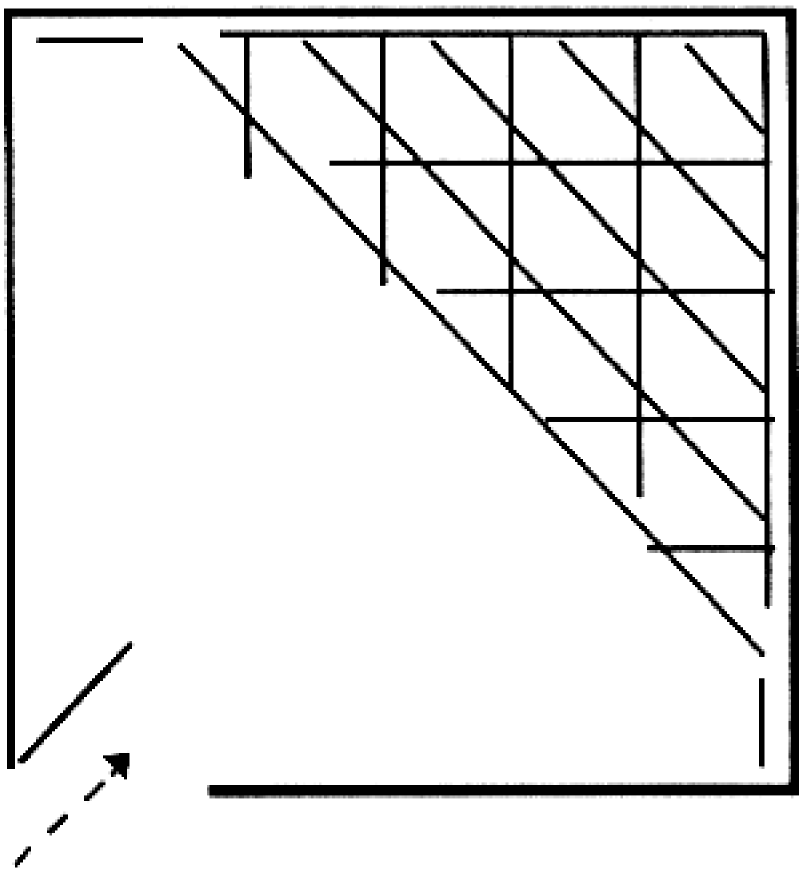


Figure 7-16. Target zone for a room with a corner door.

a. Inside Variables. After an inspection you will begin to remove portions of the target zones that present a safety hazard or create an obstruction within the room. Such as target placement that is not within the range limitations, load bearing posts in the room (possibly for the roof or a stairwell), live electrical outlets along the walls, or doors/door frames that are not intended to be engaged by fire.

b. Outside Variables. Now you must begin an inspection around the outside of the structure. You will be looking for anything that should not be fired at (such as an adjacent structure that could be penetrated by rounds fired during an assault) or anything that could cause rounds to ricochet (such as metal objects, hardened objects on the ground adjacent to the facility, power lines, and culverts). When planning operations, you should also consider air corridors adjacent to your training. Military and civilian aircraft may stray downrange into your sectors of fire. In a tire structure or a building with bullet absorbing walls (ranges with a zero surface danger zone or zero surface danger zone waiver) the outside variables may not be a factor.

c. Despite all your precautions, remember there are variables that rarely come into play that may invalidate your target zones and safety procedures. Structures that have not been maintained or built properly can, after a period of time, have rounds penetrate through the walls. Structures should be inspected and zones reevaluated on a regular basis.

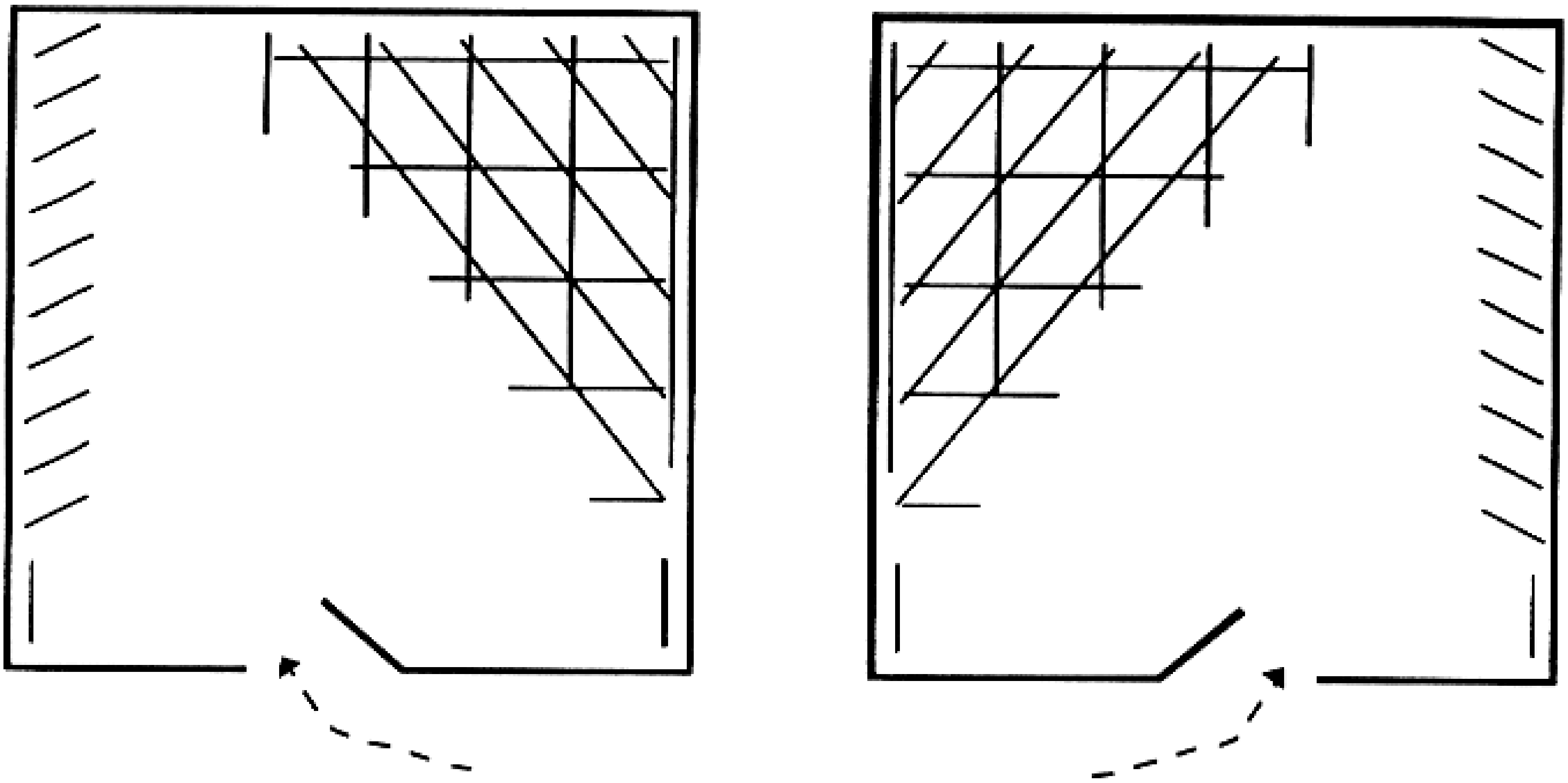


Figure 7-17. Example of how target zones in a room change according to the direction of approach.

d. Figure 7-17 shows the target zones for square rooms with no inside or outside variables. As you can see, the target zones change depending on which direction the number one man moves. To determine a target zone, you must take into account every entry point and any direction in which the team may move to assume its points of domination. Upon entry the number one man and the number two man are the only assaulters who will engage the corner targets, each on their respective side of the room. The overall umbrella zones are the converging of all the sectors of fire, but it still details which direction the targets are facing and thus controls the direction of fire of all four shooters.

OTHER POSSIBLE VARIABLES

1. Incorporate any alternate methods of entry (a secondary door or a window) into the target zone.

2. Use immediate threat targets with care. Most assault teams are not skilled enough to engage these targets. If the targets are used, place them in a location where they will not mask a deep man's movement or position.

3. Do not set up an apparatus that is so complex that the assault team will not have the ability and confidence to safely deal with it.

4. The number three man and the number four man must never shoot behind a team member. This is extremely important. After the number one man or the number two man has engaged his corner target, no one else should engage that target. If the number three man or the number four man takes this shot, he has violated his sector of fire.

5. Sometimes a assaulter will engage a target that is not in his sector of fire simply because he can see the target. To stop this from occurring, angle the target so that the assaulter cannot identify it. Since each assaulter has been taught not to engage a target he cannot identify, this should eliminate his leaving his sector. However, make sure that when you angle the target it does not obscure another assaulter or change the direction of fire.

6. If there is any doubt in your mind about a target, REMOVE IT.

7. You must closely observe the assaulters to ensure that the actual assault plan does not deviate from the intended plan. If the actual assault plan is different from what was intended, a assaulter who is out of position may fire a shot that was not anticipated. If this happens and it creates a safety problem, you must call a cease fire. It is better to recover from a called cease fire than from an injury caused by an unsafe act.

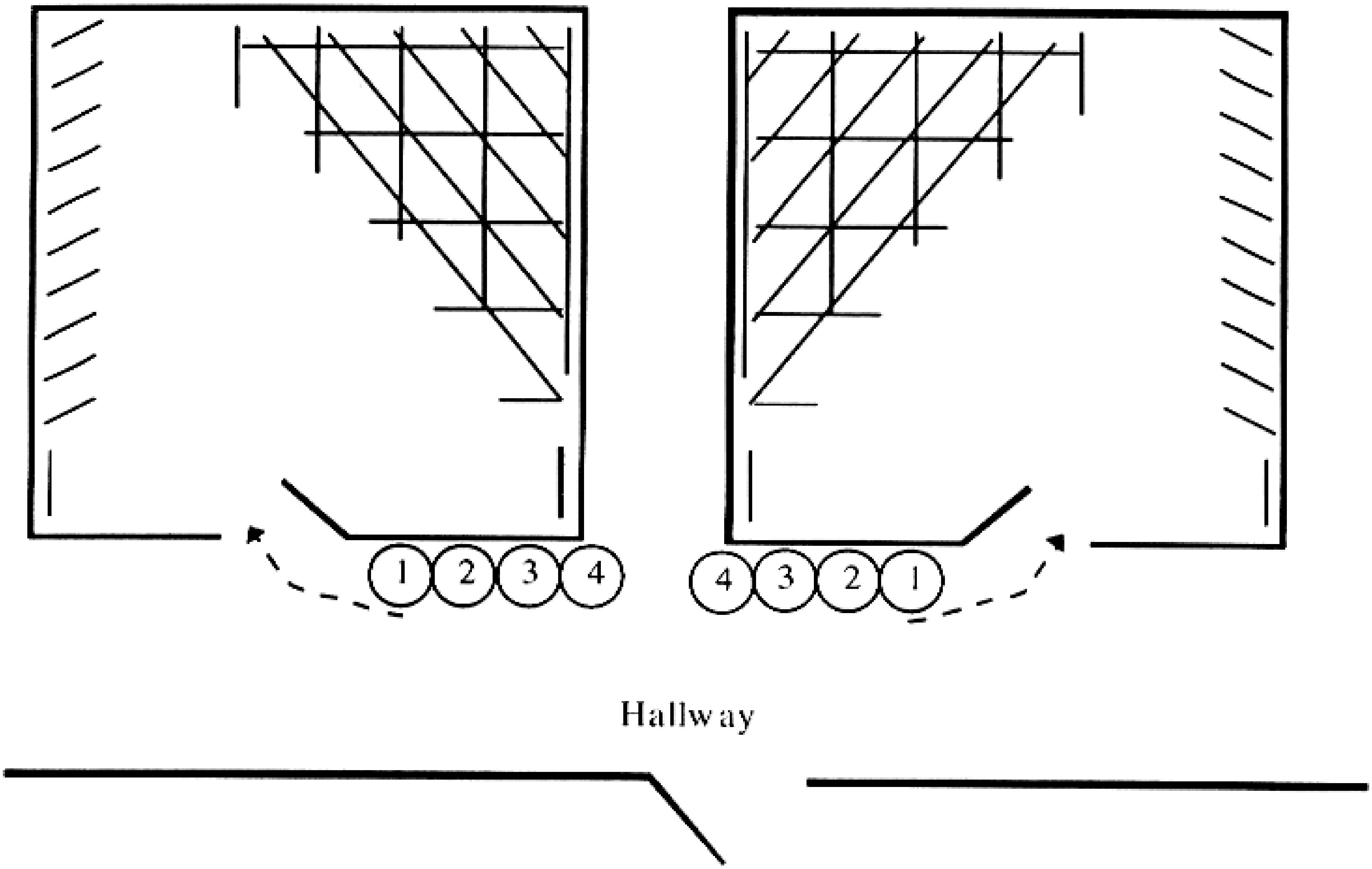


Figure 7-18. This figure illustrates the danger of not taking bullet overpenetration into consideration when establishing target zones for a multiple team multiple room scenario.

Figure 7-18 depicts the basic target zones for two rooms. However, as you can see, in a multiteam simultaneous takedown of both rooms both teams would be firing into occupied rooms. The variables discussed in the prior pages are the starting point in diagraming the target zones in a multiteam multiroom scenario; however, there will obviously be more safety restrictions due to the fact that there are teams in opposing rooms. Figure 7-18 is the same as Figure 7-17; however, the target zones in Figure 7-18 will have to be changed due to the multiteam scenario.

In a structure where bullet overpenetration is a problem, you must modify the tactical plan. The target zones must be altered so that the assaulters are not firing at walls adjacent to rooms that are occupied by another team. Make sure that your tactical plan includes these altered target zones and that the target placement zones match those in the tactical plan.

The walls of most buildings in the world can be penetrated by weapons fire. This very important fact cannot be overemphasized in your training. Therefore, if you conduct all, or even some, of your training in a tire house or a building constructed of self-sealing rubber, you may train unsafely. Your soldiers could develop bad habits, since bullets cannot penetrate through the self-sealing walls. This will breed a false sense of security and will lead soldiers to believe all walls will stop bullets. (However, even in buildings with self-sealing walls, the door and its framework will not stop rounds.) Eventually, teams will have to enter opposing and side-by-side rooms simultaneously. In an actual building this could be tragic if the soldiers are not aware of the dangers of overpenetrating rounds. Overpenetration is an important consideration in the safe conduct of CQC. Teach your soldiers that no wall is impenetrable.

Use of Phase Lines. It is very important to establish phase lines whenever you are conducting multiple-team multiple-room live-fire CQC. Phase lines control the movement of friendly forces to prevent them from engaging one another. They are an absolute necessity in hallways. When an assault team bypasses a room that is being cleared, they are potentially moving downrange where the shooting is being directed. The assault team leaders must brief all personnel involved in training as to the location of each phase line and the control method that will be used to release the waiting team from that point. During the planning phase blueprints are an invaluable aid in determining phase lines and trouble spots. As the trainer, you should have a safety or an AI located at each phase line to ensure the team stops there and does not leave prior to receiving the signal to move on.

During a live-fire run ensure that no target is placed where it will obscure a team member. Do not place a target facing out from a wall so that the number one man or the number two man can run around it, thus masking him from the man coming in behind him. You must also be careful that you do not mask the man whose point of domination is the far corner. A target placed at an angle could obscure this man from the man in the opposite corner.

If there are any targets in the apparatus that you do not plan to use, remove them from the structure. If you put them up against a wall or behind a door, the shock from a charge or a gust of wind may expose them to the assaulters. Thus, the assaulters will engage a target that is not a part of the live-fire exercise and that may not be within the target zones of the room.

In a tire house made of steel-belted tires if the steel belts are exposed, a round may ricochet off the belt instead of sealing inside the tire.

If assault teams are simultaneously taking down a multiple-room structure, all doors leading into the sectors of other teams must be marked. One way to accomplish this is to center a "danger" sign on the door. This will let all personnel know that this door will not be entered, thus preventing an assaulter from inadvertently entering a sector of fire and being mistaken for a threat. Regardless of the method used to identify a door that will not be entered, ensure that the warning sign will not come off of the door in wet or windy weather.

All no-fire areas should be painted red for quick identification. These areas include the uprange side of the apparatus, walls facing other structures, and load bearing members for the roof or staircases. At night these areas can be marked by chem lights.

No metal furnishings should be placed within an apparatus, as they have a high probability of causing ricochets. Soft wood furniture can be used, but this does not guarantee that ricochets will not occur. The design of the furniture itself is very important in assessing ricochet potential. Curved, rounded, or flat surfaces have the potential to increase ricochets.

Remove all overstuffed furniture from within the apparatus, as it presents a fire hazard. A spark from a breaching charge or a simulator can start a slow burning fire in the exposed lining of the furniture that can smolder for hours before finally engulfing the piece of furniture and the training apparatus in flames.

If the training apparatus does not have a roof, live-fire training may not be advisable during wet weather. If the soil retains a lot of moisture, the assaulters might slip while moving with a loaded weapon. Also, on humid days it is not uncommon for goggles to fog up prior to entry into a room, which greatly reduces visibility.

When you use shotguns for breaching or target engagement purposes, you must realize that the rounds are much more destructive to the apparatus than small arms ammunition. This means that you will have to repair the structure more often than originally intended.

Maintenance of body armor is important in preserving the ballistic protection the vest was designed to provide. When Kevlar becomes wet, it suffers a temporary reduction in ballistic protection; however, when the Kevlar dries out, it will retain its original level of protection. Kevlar must also be protected from prolonged exposure to ultraviolet rays, as they will permanently degrade the ballistic protection of the vest.

APPENDIX A

EQUIPMENT LIST

Listed below are the equipment requirements for a special operations team. The equipment is categorized as follows:

A - Required by safety regulations.

B - Required to accomplish the mission.

C - Optional.

EQUIPMENT	CATEGORY
Kevlar helmet	A,B
Protective glasses	A,B
Ear protectors/hearing protection	A,B
Level III or higher body armor	A,B
Gloves	C
Pistol belt	B
Holster	B
Magazine pouch, 9-mm	B
Magazine pouch, 5.56-mm	B
Protective mask (M17A1 or M40)	B
Mag-light or equivalent	B
Elbow pads	C
Knee pads	C
Shin pads	C
First aid kit	B
Flex cuffs	C
Flex cuff cutters	C
Blast shield	A,B

TEAM EQUIPMENT

PVS-5/PVS-7
Rappelling equipment (ropes, snaplinks, rappel seat, deployment bag, etc.)
Bolt cutters
Sledgehammers
Prybars/crowbars

APPENDIX B

MARKSMANSHIP MATERIALS

The majority of targets used during the marksmanship training and CQC are not within the Army system. However, you can design your own targets, and if you have a printing plant on your post, you can have the targets printed at a minimum cost to the unit. You can use the examples below or you can design targets of your own choosing.

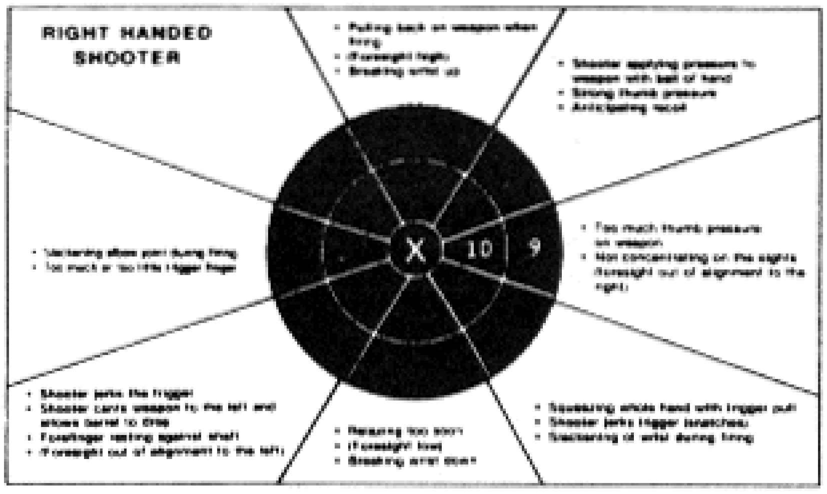
1. OVERLAYS. The target shown in Figure B-1 will be used in the majority of your marksmanship sessions. It is nothing more than the outline of a human body with the target kill zone/bowling pin outlined in the center of the target. Do not use a continuous solid line to outline the bowling pin shape. Break the pattern so that the outline does not stand out on the overlay. If the bowling pin shape is drawn with a solid white line, a new shooter will have a tendency to focus on the bowling pin rather than on the front sight of his weapon. Ask the personnel at the printing plant what their capabilities are. Explain to them exactly what you need, and they will be able to print the targets to your specifications. You will use the same type of overlays for PRA drills but will have the head and shoulders printed with different numbers or letters for identification purposes (e.g., 1-3-5, J-L-D). (See Figure B-2). If foreign troops will be using the targets, mark the overlays with recognizable symbols.

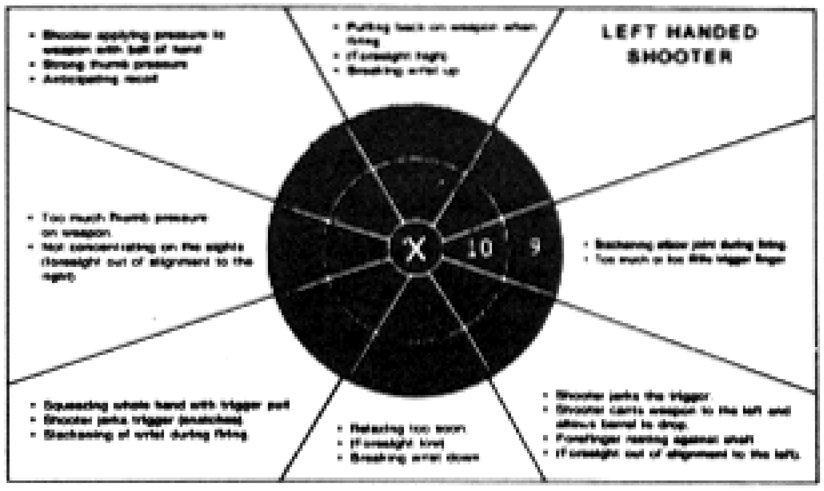
2. THREE-INCH DOT TARGETS. (See Figure B-3.) This is an excellent target for the beginner. The size of the dot requires the shooter to concentrate on the fundamentals of marksmanship. If you use larger targets at close range (5 to 7 meters), shooters have a tendency to shoot larger groups because there is more target to hit. You can quickly make these targets using a piece of cardboard and a power drill with a 3-inch hole saw bit. Using the drill, make a template by cutting out nine holes in the cardboard. Place the cardboard template on a piece of butcher block paper or on the back of a 25-yard target and spray paint the dots onto the target. An even quicker way to make the target is to simply spray paint the dots on a piece of paper.

3. SIX-INCH DOT TARGETS. (See Figure B-4.) This target should be used at farther distances. The size of the dots approximates the size of the bull's-eye of a 25-yard target. Use these targets especially when firing the M16A2. To construct the targets, make a template by cutting out three 6-inch dots in the cardboard. Then place the template on a piece of butcher block paper or on the back of a 25-yard target and spray paint the dots onto the target.

4. SHOOTER'S CHARTS. On the next page are examples of left- and right-handed shooter's mistake charts. These can be printed by

the printing plant to your specifications. The size should be 2-inches by 3 1/2-inches, small enough so that they can be carried in the shooter's wallet. A quick study of the chart will show you the mistakes you or another shooter is making on the range. On page B-5 are two larger charts that are much easier to read.


RIGHT HANDED SHOOTER
• Pulling back on weapon when firing
• (Foresight high)
• Breaking wrist up
• Shooter applying pressure to weapon with ball of hand
• Strong thumb pressure
• Anticipating recoil
• Slackening elbow joint during firing
• Too much or too little trigger finger
• Too much thumb pressure on weapon
• Not concentrating on the sights (foresight out of alignment to the right)
X
10
9
• Shooter jerks the trigger
• Shooter cants weapon to the left and allows barrel to drop
• Forefinger resting against shaft
• (Foresight out of alignment to the left)
• Relaxing too soon
• (Foresight low)
• Breaking wrist down
• Squeezing whole hand with trigger pull
• Shooter jerks trigger (snatches)
• Slackening of wrist during firing


LEFT HANDED SHOOTER
• Shooter applying pressure to weapon with ball of hand
• Strong thumb pressure
• Anticipating recoil
• Pulling back on weapon when firing
• (Foresight high)
• Breaking wrist up
• Too much thumb pressure on weapon
• Not concentrating on the sights (foresight out of alignment to the right)
X
10
9
• Slackening elbow joint during firing
• Too much or too little trigger finger
• Squeezing whole hand with trigger pull
• Shooter jerks trigger (snatches)
• Slackening of wrist during firing
• Relaxing too soon
• (Foresight low)
• Breaking wrist down
• Shooter jerks the trigger
• Shooter cants weapon to the left and allows barrel to drop
• Forefinger resting against shaft
• (Foresight out of alignment to the left)

5. CQC THREAT TARGETS. For CQC, design some different hand overlays for the target (e.g., hands holding pistols, knives, broken bottles, cameras, badges, a pack of cigarettes, or anything else that could be encountered and that will require the shooter to identify the threat). Make sure that the hand outlines stand out against the target background. (See Figure B-5 for targets that present a threat to the shooter.)

The items listed below are materials that are used on the range on a daily basis.

NSN	ITEM
6920-00-071-4780	E-type Silhouette, Pasteboard
6920-00-165-6354	Target Pasties, Black
6920-00-172-3572	Target Pasties, Buff
6920-00-550-9330	50-Yard Pistol Target
6920-00-554-5054	25-Yard Pistol Range Bull's-Eye Target
6920-00-695-0133	50-Foot Slow-Fire Pistol Bull's-Eye Target
6920-00-695-0134	50-Foot Timed and Rapid-Fire Pistol Bull's-Eye Target
6920-00-795-1086	E-Type Silhouette, Polyethylene
6920-01-167-1391	25-Meter Scaled Silhouette Slow-Fire Target
6920-01-167-1392	25-Meter Zeroing Target for M16A1
6920-01-167-1395	175-Meter Feedback Target
6920-01-167-1396	15-Meter Qualification Zero Target
6920-01-167-1397	25-Meter Scaled Silhouette Timed-Fire Target
6920-01-169-6921	75-Meter Feedback Target
6920-01-253-4005	25-Meter Zeroing Target M16A2

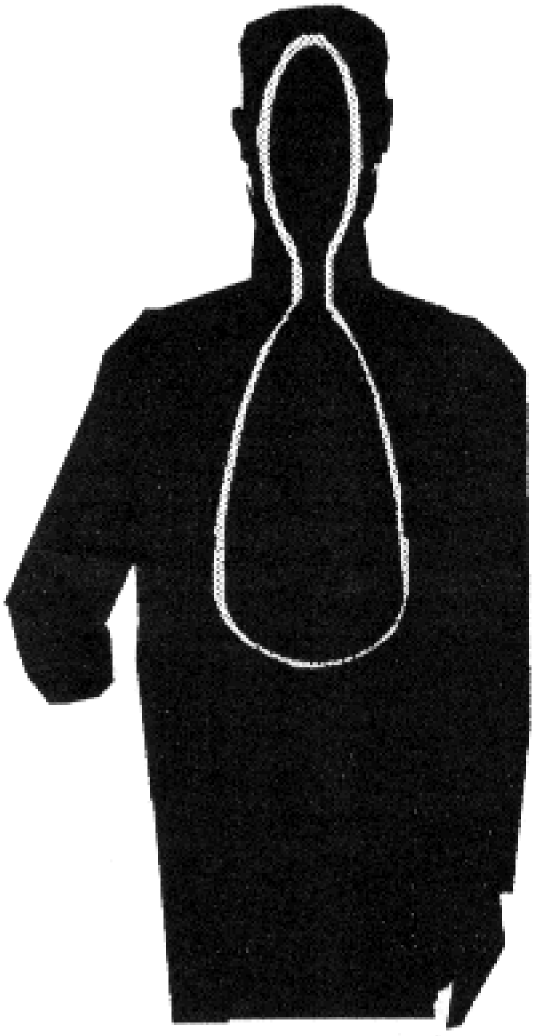


Figure B-1. Target Overlays.

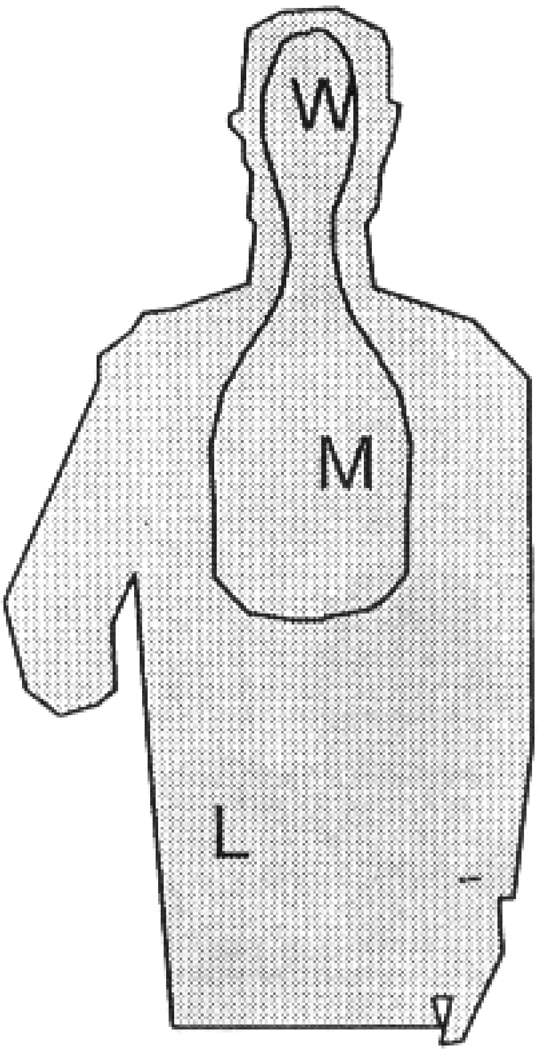


Figure B-2. PRA Target Overlay

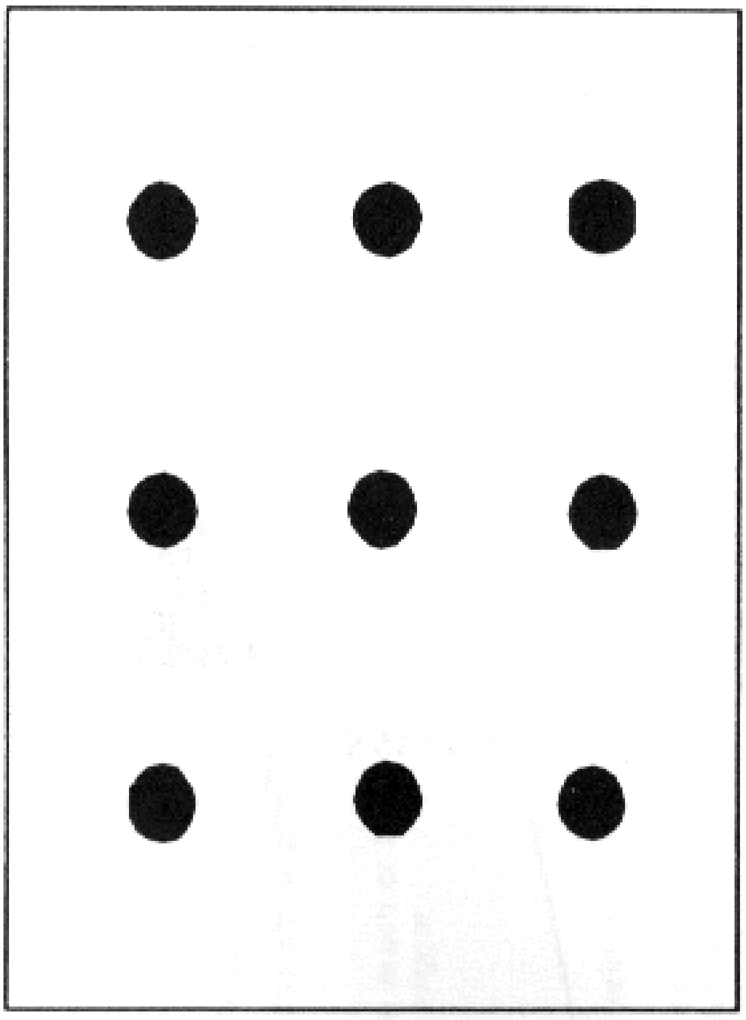


Figure B-3. Three-inch dot target.

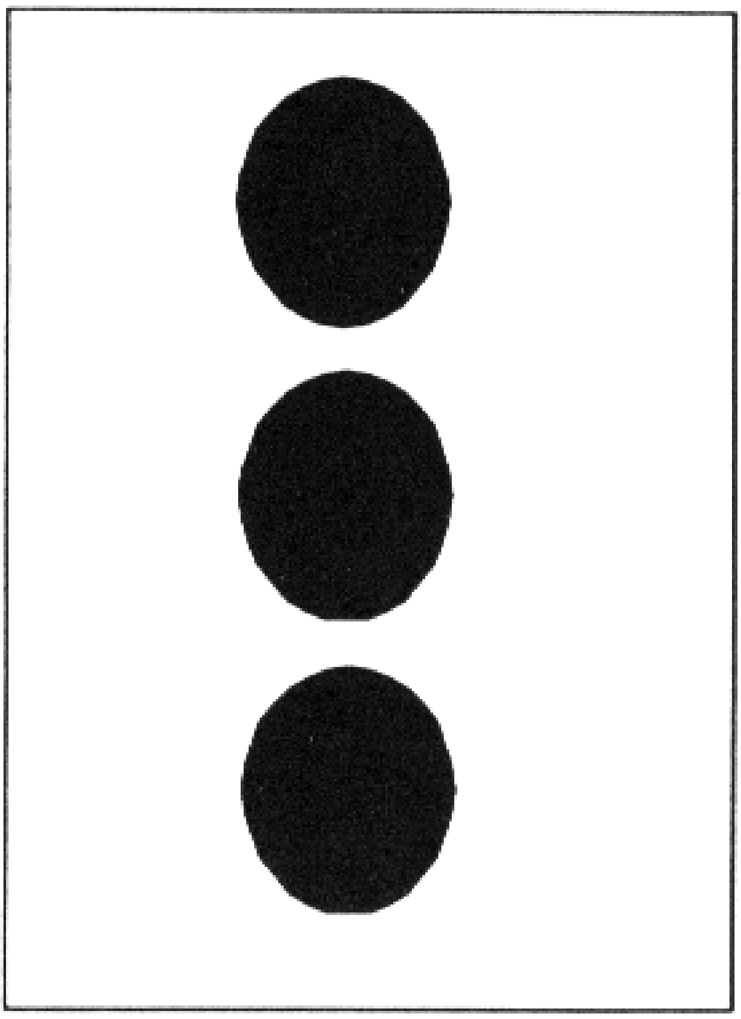


Figure B-4. Six-inch dot target.

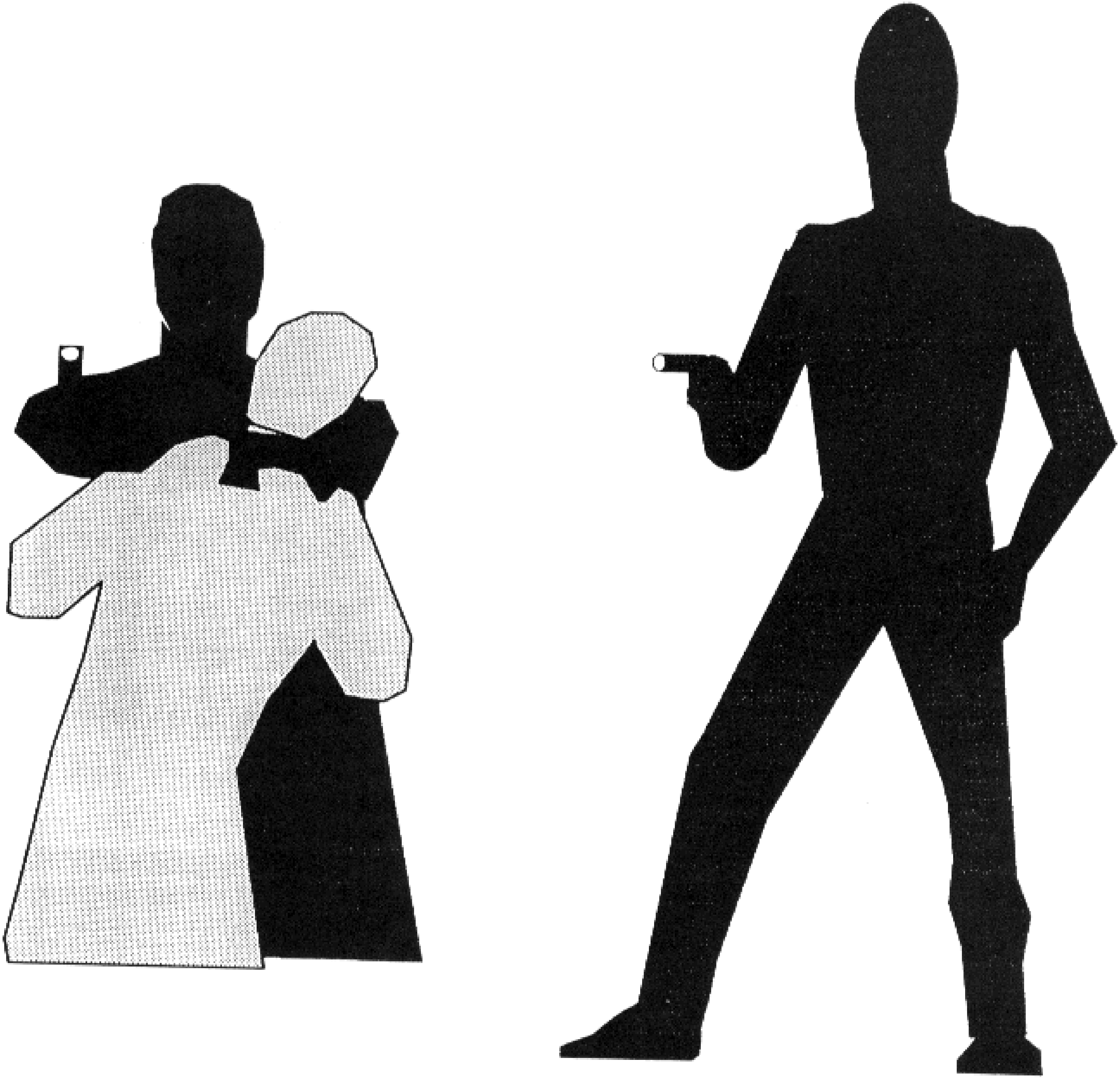
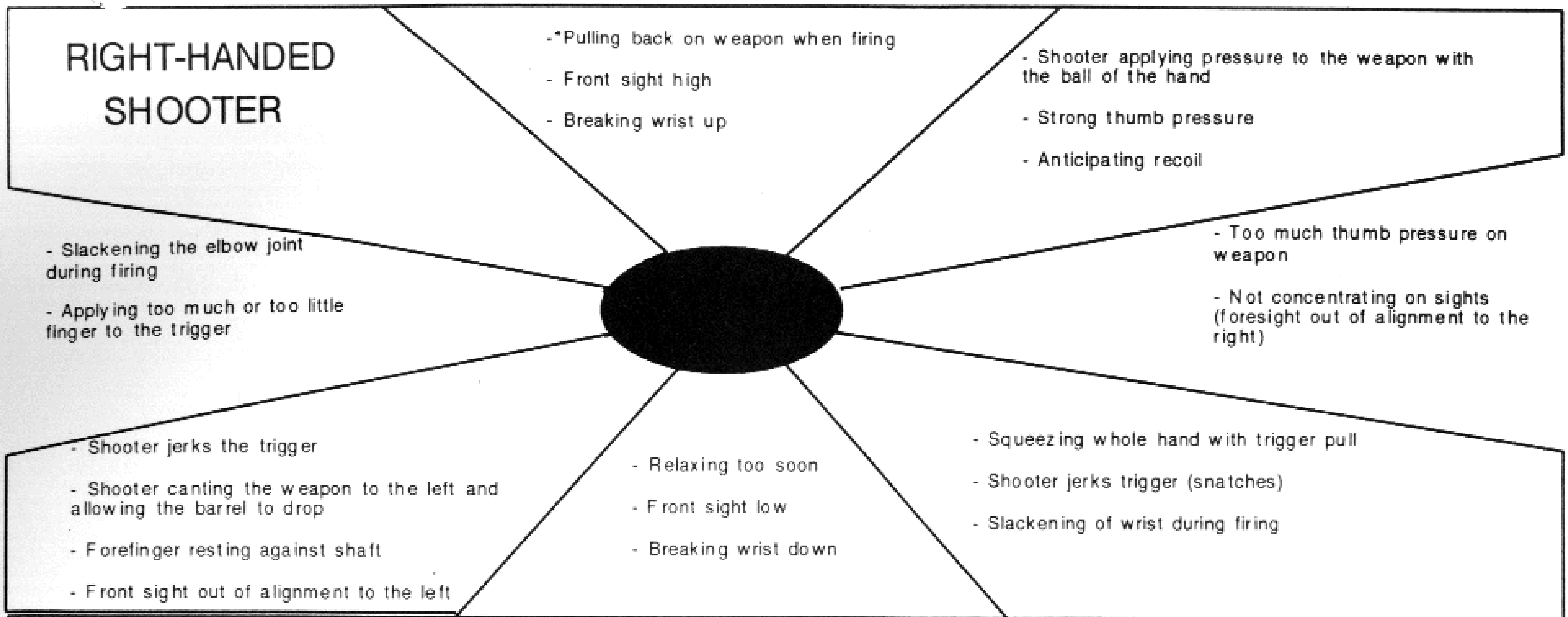


Figure B-5. Typical threat target overlays.



RIGHT-HANDED SHOOTER

-*Pulling back on weapon when firing

- Front sight high
- Breaking wrist up

- Shooter applying pressure to the weapon with the ball of the hand
- Strong thumb pressure
- Anticipating recoil

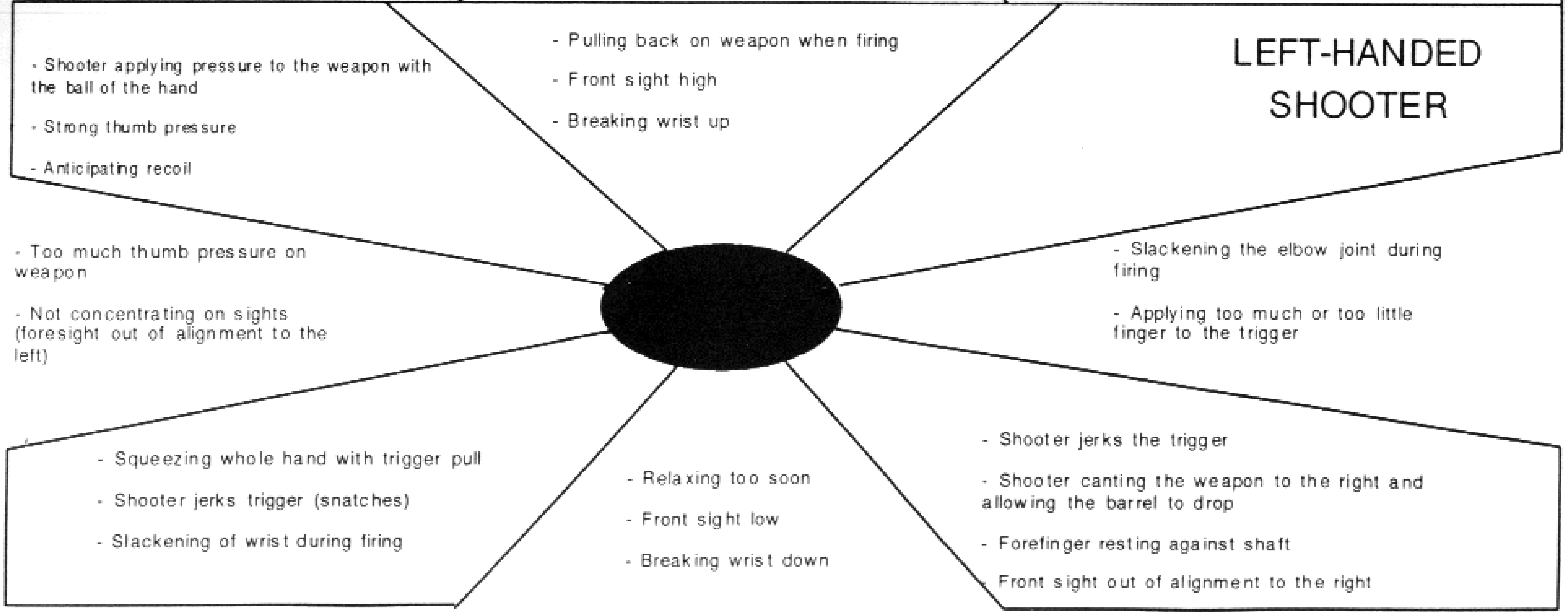
- Slackening the elbow joint during firing
- Applying too much or too little finger to the trigger

- Too much thumb pressure on weapon
- Not concentrating on sights (foresight out of alignment to the right)

- Shooter jerks the trigger
- Shooter canting the weapon to the left and allowing the barrel to drop
- Forefinger resting against shaft
- Front sight out of alignment to the left

- Relaxing too soon
- Front sight low
- Breaking wrist down

- Squeezing whole hand with trigger pull
- Shooter jerks trigger (snatches)
- Slackening of wrist during firing



LEFT-HANDED SHOOTER

- Shooter applying pressure to the weapon with the ball of the hand
- Strong thumb pressure
- Anticipating recoil

- Pulling back on weapon when firing
- Front sight high
- Breaking wrist up

- Too much thumb pressure on weapon
- Not concentrating on sights (foresight out of alignment to the left)

- Slackening the elbow joint during firing
- Applying too much or too little finger to the trigger

- Squeezing whole hand with trigger pull
- Shooter jerks trigger (snatches)
- Slackening of wrist during firing

- Relaxing too soon
- Front sight low
- Breaking wrist down

- Shooter jerks the trigger
- Shooter canting the weapon to the right and allowing the barrel to drop
- Forefinger resting against shaft
- Front sight out of alignment to the right

APPENDIX C

RANGE CHECKLIST

This guideline can be used to ensure that all necessary personnel and equipment are on the range when training is to be conducted. Since each post has different requirements, include these into your unit checklist. This will assist all unit personnel in conducting training in an efficient manner.

1. OPENING THE RANGE.

a. Personnel on Station.

(1) OIC/NCOIC. ______

(2) Medic. ______

(3) Range safety OIC/NCOIC. ______

(4) PI/AI. ______

(5) Road guard. ______

(6) Armed guard. ______

b. Equipment.

(1) Range flag (beanbag light or chem light for nighttime training). ______

(2) Vehicle for use as an ambulance. ______

(3) Radios.

(a) AN/PRC-77 (two) complete w/extra battery. ______

(b) Primary and alternate method of communication. ______

(4) Range book, which includes--

(a) Post regulation___________. ______

(b) Range SOP. ______

(c) MEDEVAC procedures. ______

(5) Visitor's folder. ______

(6) Range box.

(a) Hammer and nails. ______

(b) Stapler and staples. ______

(c) Targets. ______

(d) Target overlays. ______

(e) Extra safety equipment for visitors.

______

(f) Garbage bags. ______

(g) ______________________. ______

(h) ______________________. ______

(7) M-5 medical bag. ______
(See Appendix D for equipment list.)

(a) Spine board. ______

(b) Litter. ______

(c) Hare traction splint. ______

(d) MAST (trousers). ______

(e) Cervical collar. ______

(8) Weapon for ammo guard. ______

c. Range Control.

(1) Radio frequency:__________. ______

(2) Request permission to open the range. ______

(3) Confirm that the range flag is up and that medical coverage is on station.

______

(4) Name and rank of range OIC/NCOIC. ______

(5) Radio frequency for MEDEVAC:__________. ______

(6) ______________________________. ______

NOTE: The range cannot be opened unless Range Control is contacted.

d. Range Safety Briefing. Give the Range Safety Briefing to all personnel involved in the training. Designate the break area, smoking area, ammo holding area, and ammo loading area.

2. RUNNING THE RANGE.

a. Ammunition.

(1) Will be stored only at designated locations.

(2) Will be loaded into magazines and into the weapon only when directed by the PI/AI.

(3) Will be inventoried on the range at the end of the training day.

b. Weapons.

(1) Should be cleared prior to coming to the range.

(2) Will be loaded only when directed by the PI/AI.

(3) Will be cleared prior to leaving the apparatus or the range.

c. Explosives.

(1) Store the explosives and caps at two separate points.

(2) Brief all personnel on misfire procedures.

(3) Ensure that munitions are secured at all times.

d. Uniform.

(1) All personnel will be in the same uniform as prescribed by the PI/AI.

(2) Hearing and eye protection will be worn by all personnel involved in training and in the vicinity of training.

(3) Body armor and the Kevlar helmet will be worn by all individuals engaged in live-fire CQC training.

3. CLOSING THE RANGE.

a. Expended Brass.

(1) Will be policed up prior to closing the range.

(2) Will be separated by ammunition type and lot number and deposited in designated containers.

(3) Will be sorted through prior to turn-in to ensure that no live rounds are mixed in with the expended brass.

b. Range Closing Procedures.

(1) Clear weapons and inspect the magazines for ammunition.

(2) Police up all brass and residue.

(3) Police the range for garbage.

(4) Pack up the range box and store all targets.

(5) Contact Range Control to close the range.

(a) Request permission to close the range.

(b) Report how many personnel were trained and how much ammo was fired.

(6) Take down the range flag.

APPENDIX D

MEDICAL EQUIPMENT LIST

Due to the high-risk nature of the training, certain medical equipment must be on hand. The following items should be stocked in the M-5 medical aid bag.

ITEM	AMOUNT
Ringer's lactate, 1,000 ml	3
IV injection set	4
Intravenous catheter units, 16-gauge or larger	4
Rolls, 1-inch tape	2
Bandage, gauze, six-ply (Kerlex)	6
Alcohol pads	20
6-inch elastic bandages	4
Abdominal dressings, 11 3/4-inch square	2
Dressings, first aid, 7 1/2-inch by 8-inch	4
Dressings, first aid field, 4-inch by 7-inch	8
Petrolatum gauze	4
Endotracheal tubes	4
Minor surgical set	1
Restricting bands	2
Curved hemostats	2
Bandage scissors, heavy duty	1
Blood pressure cuff	1
Stethoscope	1
Cravats (bandage, muslin, 37-inch by 52-inch)	8
Adult oral pharyngeal airway	2
Bee sting kit	2

OTHER EQUIPMENT NECESSARY ON SITE

Spine board (long)
Litter
Hare traction splint
MAST (trousers) (recommended)
Blanket set (seasonal)
Cervical collar

The items above should be considered a minimum and are based on proximity to the supporting hospital/medical treatment facility, which should be able to provide surgical care. If the ground evacuation time exceeds 10 minutes, increase minimum IV fluids on hand to six 1,000 ml bags.

1. When the outside temperature is cold, ensure that the intravenous fluid is kept warm so it will not cause shock to an injured person.

2. In hot climates and during the summer months closely monitor the personnel being trained for the onset of heat injuries. The considerable amount of equipment that must be worn by the personnel makes them especially prone to heat injuries.

3. Medical personnel assigned to cover CQC training should be the most qualified personnel available; a Special Forces medic (18D) is preferable. At a minimum, an emergency medical technician - intermediate (EMT-I) should be available.

GLOSSARY

ACRONYMS

AD	accidental discharge
AI	assistant instructor
AMOUT	advanced military operations on urbanized terrain
BADD	ball and dummy drill
BTC	barbed-tape concertina
BWC	barbed-wire concertina
CD	counterdrug
CQB	close quarters battle
CQC	close quarters combat
CS	chemical irritant
CT	counterterrorism
CTE	critical task evaluation
DA	direct action
EMT-I	emergency medical technician-intermediate
FID	foreign internal defense
GPBTO	general purpose barbed-taped obstacle
HTF	how to fight
IR	infrared
IV	intravenous
JMPI	jumpmaster personnel inspection
MAST	military antishock trousers
MEDEVAC	medical evacuation

METL	mission-essential task list
ml	milliliter
mm	millimeter
MOUT	military operations on urbanized terrain
MPH	miles per hour
NCOIC	noncommissioned officer in charge
NIJ	National Institute of Justice
NVG	night vision goggles
OIC	officer in charge
OP	observation post
PE	practical exercise
PI	primary instructor
PRA	perception, recognition, acquisition
SA	security assistance
SOF	special operations forces
SPORTS	slap, pull, observe, release, tap, and squeeze
SOP	standing operating procedure
SOTC	Special Operations Training Course
TOE	table of organization and equipment
UC	urban combat

DEFINITIONS

ADVANCED MILITARY OPERATIONS ON URBANIZED TERRAIN - Advanced offensive close quarters combat techniques used on urban terrain, conducted by units trained to a higher level than conventional infantry. Techniques include advanced breaching, marksmanship, selected target engagement, and dynamic assault techniques using organizational equipment and assets. Also referred to as AMOUT.

AIMED-QUICK KILL - A sighting technique in which the firer looks over the rear peep sight and focuses on the front sight. It is effective up to 12 meters.

BALL AND DUMMY DRILL - A live-fire pistol exercise consisting of two personnel (the shooter, and the coach) in which the shooter fires a weapon without knowing if it is loaded. The coach then observes the shooter to see if he jerks the trigger or anticipates the recoil.

BALLISTIC BREACHING - An alternate means of gaining entry into a structure through an existing opening (door or window) by using a shotgun with specialized ammunition to remove locking mechanisms, hinges, and glass.

BREACHER - A designated assaulter who is carrying either explosive charges or a shotgun to breach the entrance into a structure.

BREACHING - Gaining entry into a room or structure by mechanical, ballistic, or explosive means.

CLOSE QUARTERS BATTLE - See Close Quarters Combat.

CLOSE QUARTERS COMBAT - Combative techniques which include advanced marksmanship, use of special purpose weapons, munitions, demolitions, and selective target engagement conducted by small, specially trained units against static or halted man-made targets to defeat a hostile force with a minimum of collateral damage. Also referred to as CQC.

COLLAPSE YOUR SECTOR - As the assaulters flow into a room, they will interlock their sectors of fire while moving toward their points of domination. The effect is that the entire room is cleared by multiple assaulters during room domination.

CONTROLLED PAIRS - Two well-aimed shots that are fired using all of the fundamentals of shooting.

COUNTERDRUG - The measures taken to disrupt, interdict, and destroy illicit drug activities. Also referred to as CD.

COUNTERTERRORISM - Offensive measures taken to prevent, deter, and respond to terrorism. Also referred to as CT. (Joint Pub 1-02)

DEEP CLEAR PROBLEM - In a room or structure, an area in which an assaulter has a blind spot in his sector that he cannot completely clear without moving from his point of domination.

DIRECT ACTION - In special operations, a specified act involving operations of an overt, clandestine, or low-visibility nature conducted primarily by Special Operations Forces in hostile or denied areas. Also referred to a DA. (Joint Pub 1-02)

DOMINATE THE ROOM - Assaulters dominate the room by aggressively flowing toward points in the room that cover the room with fire. These points provide the assaulters the best vantage point for covering the room with fire while maintaining observation of other team members.

DOUBLE TAP - Two aimed shots fired in very rapid succession at a target. The intent is to ensure two fatal shots are delivered to each target as quickly as possible.

DRY HOLE - A room or a structure that is empty of personnel or equipment.

FATAL FUNNEL - The area in front of any entrance (window, door, or breach point) that will be the focal point of attention and draw fire from any hostiles in the room upon assault team entry. If there is light in the fatal funnel, it will silhouette anyone passing in front of it or standing in it.

FERRET ROUNDS - A specialized shotgun slug that contains liquid CS. When shot through a door or a wall (drywall or plywood), the slug breaks up and a fine mist of liquid CS is sprayed into the room.

FLAK JACKET - A vest consisting of a ballistic filler that is designed to protect the wearer from mine, grenade, mortar, and artillery fragments. This vest does not protect personnel against small arms fire.

FLASH BANG/SIMULATOR - An explosive device that uses concussion to disorient personnel inside a room. The device is thrown into a room prior to the assault team's entry.

FLASH SIGHT PICTURE - A sighting technique that incorporates the front sight only. The shooter engages the target when the front sight is on the target. It is effective at ranges of 7 meters or less.

FLEX CUFFS - Reinforced nylon bands that are interlocked and used as handcuffs to restrain personnel. Once secured, the bands cannot be removed and must be cut off.

FOLLOW-THROUGH - The conscious attempt to keep all fundamentals applied through the break of the shot and the return of the sights to the target for the next shot.

FOREIGN INTERNAL DEFENSE - Participation by civilian and military agencies of a government in any of the action programs taken by another government to free and protect its society from subversion, lawlessness, and insurgency. Also referred to as FID. (Joint Pub 1-02)

HIGH READY - A method of carrying the M16A2 or the M-9 out of the holster in preparation for the assault, where the muzzle is pointed upwards at a 45-degree angle.

IMMEDIATE ACTION DRILL FOR WEAPONS MALFUNCTION - A drill that is conducted whenever a weapon malfunctions. See SPORTS.

IMMEDIATE THREAT - A hostile target situated near the entry point that blocks the movement of an assaulter to his point of domination or is so close to the assaulter it cannot be ignored.

INFRARED - A wavelength of light that is invisible to the naked eye but that can be observed through night vision goggles. The PAQ-4, the PVS-5, and the PVS-7 all project an active infrared light.

LOC BUSTER - A specialized shotgun round that contains a slug filled with metal powder. The ammunition comes in three different variations, each with a different penetration capability. This round is specifically designed for ballistic breaching.

LOW READY - A method of carrying the M16A2 or the M-9 out of the holster, in preparation for the assault, where the muzzle is pointed toward the ground at a 45-degree angle.

MAKE YOUR WEAPONS SAFE - A command given by the range NCOIC/OIC for all shooters to place their weapons on "safe" and return them to their holsters or let them hang at their sides without removing the magazines or clearing the weapons.

MAN DOWN - A command given when an assaulter has been injured and cannot continue the mission.

MILITARY ANTISHOCK TROUSERS - Inflatable trousers that are designed to reduce internal bleeding and aid in treatment of hypovolemic shock. They produce encircling pressure around the lower extremities, the pelvis, and the abdomen, which squeezes up to two units of blood out of the legs into systemic circulation. They also serve as an air splint for fractures of the lower extremities or the pelvis. Also referred to as MAST.

MECHANICAL BREACHING - Any means, other than explosive or ballistic breaching, for gaining entry into a structure or a building.

MILITARY OPERATIONS ON URBANIZED TERRAIN - Includes all military actions that are planned and conducted on a terrain complex where man-made construction impacts on the tactical options available to the commander. Also referred to as MOUT.

PAQ-4 - An IR aiming device that projects a pulsating dot along the weapon's line of sight. The dot can be seen only with night vision goggles.

PHASE LINES - A measure to control the movement of friendly forces to prevent them from engaging one another.

RAPID AIMED FIRE - A sighting technique in which the front and rear sights are in alignment left and right but not necessarily up and down. It is specifically used at ranges of 15 meters or less when there is no time to ensure a correct sight picture.

RECOVERY - The return of the weapon to the original holding position in the center of the aiming area, accompanied by a natural alignment of the sights.

RHYTHM DRILL - A marksmanship drill in which shooters fire a string of five rounds at a target. This helps develop a smooth rhythm, speed, accuracy, and the proper follow-through and recovery. This exercise reinforces the skills needed for double taps.

SECURITY ASSISTANCE - A group of programs authorized by the Foreign Assistance Act of 1961, as amended, and the Arms Export Control Act of 1976, as amended, or other related statutes by which the United States provides defense articles, military training, and other defense-related services, by grant, credit, or cash sales, in furtherance of national polices and objectives. Also referred to as SA. (Joint Pub 1-02)

SHOC LOCK - A specialized shotgun round that contains a ceramic/ metal powder slug that destroys itself upon contact with a hard object. This round is designed specifically for ballistic breaching.

SHOOTER'S CHART - A small wallet-sized chart that gives an individual a breakdown of possible shooter mistakes.

SIGHT ALIGNMENT - The centering of the front blade sight into the rear sight notch.

SIGHT PICTURE - The positioning of the weapon's sights in relation to the target as seen by the shooter when he aims the weapon.

SLOW AIMED FIRE - A sighting technique that applies the eight fundamentals of marksmanship to assure proper technique. It is used when learning how to shoot or when a precision shot is required.

SPECIAL OPERATIONS - Operations conducted by specially trained, equipped, and organized DOD forces against strategic or tactical targets in pursuit of national military, political, economic, or psychological objectives. These operations may be conducted during periods of peace or hostilities. They support conventional operations, or they may be prosecuted independently when the use of conventional forces is either inappropriate or infeasible. (Joint Pub 1-02).

SPECIAL OPERATIONS FORCES - Forces specifically organized, trained, and equipped to conduct special operations activities or provide direct support to other Special Operations Forces. Also referred to as SOF.

SPORTS - Slap, Pull, Observe, Release, Tap, and Squeeze. The key word used in an immediate action drill to clear a weapons malfunction.

STATUS - A command given by the assault team leader that requires all team members to report whether their sectors are clear and whether they are prepared to continue the assault.

TARGET INDEXING - A term used to describe the transitioning of the shooter's weapon from one target to another.

TARGET ZONE - A to-scale diagram of a structure that details the locations that targets can be safely placed for a live-fire assault. The target zone will also include the direction the assault team is entering from and any special instructions that will change the conduct of the assault.

TIRE HOUSE - A live-fire apparatus that is totally constructed of vehicle tires filled with sand to absorb bullets.

WEAPONS TRANSITION - The act of changing from the primary weapon (M16A2) to the secondary weapon (M-9) while during the assault process.

WHITEOUT - A term used to describe the condition when intense light enters a night vision device's field of view and causes the optics to blind the device for several seconds or cause permanent damage. The new series of NVG, the PVS-7s, are immune to whiteout.

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